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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Holyoke Community Charter School**  **MCR Onsite Date:** **04/13/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards annual IEP goals.  Holyoke Community Charter School is a K through grade eight school and therefore does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that at least annually, on or before the anniversary date of the IEP, the IEP Team convenes to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. The Team reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum.    In cases when the district and parent agree to make changes to a student's IEP between annual IEP meetings, the district documents these changes with an amendment. Parents are always provided with a revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. A staff interview indicated that the IEP is not changed outside of the Team meeting.  A review of student records also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Student Strengths and Weaknesses, Goals, and the Additional Information sections of the IEP. |

| **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 indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review also demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  Immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice. |

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