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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **River Valley Charter School**  **MCR Onsite Date:** **05/08/2017**  **Program Area: Special Education** |
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| 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 and staff interviews indicated that the charter school consistently provides educational assessments, including a history of the student's educational progress in the general curriculum and teacher assessment that addresses attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **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 staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), the charter school has a process to ensure that IEP Teams consider and specifically address:  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 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.  At the time of the Mid-cycle Review, the charter school did not have any students with a disability on the autism spectrum enrolled in the school. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school has procedures to ensure that, within ten (10) school days from the time the school receives an independent educational evaluation report, the student’s IEP Team will reconvene and consider the evaluation report and whether a new or amended IEP is appropriate.  At the time of the Mid-cycle Review, the charter school did not have any current records with an independent educational evaluation. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews 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 IEP goals.  River Valley Charter School is a Kindergarten 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 indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  Record review and staff interviews also indicated that if the charter school and parent agree to make changes to a student's IEP between annual meetings, the Team will reconvene if the changes are substantial; otherwise, amendments are developed by the Special Education Coordinator and parent and then provided to the parent for consent. A review of records also indicated that parents are routinely sent complete copies of the amended IEP. |

| **SE Criterion # 15 - Outreach by the School District (Student Find)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school has established a method of outreach to parents or guardians to inform them of the process to refer students for a special education evaluation. The charter school no longer informs parents or guardians that the school support team will determine whether a student needs a referral, rather than the parent. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determination of eligibility, the IEP team, including the parent(s), develops an IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records 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. A review of student records indicated that Teams document their consideration of the skills and proficiencies needed by students in the IEP's Additional Information section or within relevant IEP goals. |

| **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 and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Record review demonstrated that placements are based on the IEP, including the types of related services, types of settings, and types of service providers.  A review of student records and staff interviews also indicated that parents receive detailed summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the school and a statement of the major goal areas associated with these services. Record review and staff interviews demonstrated that the school consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is removed from the general education classroom, IEP Teams consistently state why the removal is considered critical to the student's program and 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. |

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

| **SE Criterion # 32 - Parent advisory council for special education** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and interviews indicated that the charter school has established a parent advisory council for special education (PAC). PAC meetings and presentations have been held on October 25 and 28, 2016 and April 3, 2017. The charter school has scheduled an annual workshop regarding the rights of students and their parents and guardians under state and federal special education laws for September 28, 2017.  Document review and staff interviews also indicated that although the PAC has an elected president, the PAC has not developed by-laws, operational procedures, or appointed other officers. In addition, document review and interviews demonstrated that the parent advisory council does not advise the charter school on matters that pertain to the education and safety of students with disabilities or participate in the planning, development, and evaluation of the school’s special education programs. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to developing the corrective actions, please see the Department’s Guidance for Special Education Parent Advisory Councils at <http://www.doe.mass.edu/sped/pac/default.html>.  Develop a set of by-laws to define PAC procedures and operations, including the methods of selection and the duties and terms of PAC officers.  Develop a detailed plan outlining how PAC members will participate in advising the charter school on matters that pertain to the education and safety of students with disabilities and participate in the planning, development, and evaluation of the school’s special education programs. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the PAC’s by-laws, operational procedures, and a list of appointed officers by **November 1, 2017**.  Submit the charter school’s plan to ensure the PAC’s participation in advising the school on the education and safety of students with disabilities and participation in the planning, development, and evaluation of the school’s special education programs by  **November 1, 2017**.  Submit evidence of the PAC’s participation in advising the school on the education and safety of students with disabilities and the planning, development, and evaluation of the school’s special education programs by **January 19, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 11/01/2017 | 01/19/2018 |  |  |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the charter school's distributed disciplinary policy for students with disabilities includes the procedural requirements for students not yet determined to be eligible for special education. This information is published in the school’s family handbook, which is available on the school’s website. |