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|   | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School: Abby Kelley Foster Charter Public School** **MCR Onsite Dates:** **01/22/2018 - 01/23/2018****Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **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 indicated that within forty-five (45) school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the charter school convenes a Team meeting to determine whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **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 annual IEP goals. Where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the charter school provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews 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 review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. A review of student records and staff interviews also indicated that the charter school and parent may agree to make changes to a student's IEP, documented in writing, without convening the Team. Upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated. |

| **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 determining that a student is eligible for special education, Teams develop the IEP and address 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 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. The charter school documents this consideration in the Team summary notes and in the Additional Information section of the student's IEP. Record review indicated that goals and services related to these skills are also included in the IEP when necessary. |

| **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 immediately following the development of the IEP, the charter school provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. This is documented in the Notice of Proposed School District Action (N1). |

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

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations indicated that at the middle school, speech and language services are no longer provided concurrently with occupational therapy and physical therapy. Speech and language services, occupational therapy, and physical therapy are now provided in individual instructional areas dedicated solely for the provision of each related service with no auditory and visual distractions. |