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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Pembroke Public Schools**  **MCR Onsite Date:** **11/13/2013**  **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:** |
| Review of student records and interviews confirm that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is appropriately considering and addressing the following information:  1) The verbal and nonverbal communication needs of the child;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the child'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 child's disability that impact progress in the  general curriculum, including social and emotional development.    The Team documents its discussion in the IEP through the goals and services, as well as in the Notice of Proposed School District Action (N1) sent to parents. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that reports of assessment results, including occupational therapy reports, define in detail and in educationally relevant and common terms the student's needs, offering explicit means of meeting those needs. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews with staff demonstrate that required members of the Team are consistently present at IEP Team meetings. Members of the Team attend IEP Team meetings unless:  • The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or  • The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and IEP Team prior to the meeting. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews demonstrate that whenever the IEP Team evaluation indicates that a student’s disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The district documents its discussion in the IEP through the goals and under Additional Information, as well as in the Notice of Proposed School District Action (N1) sent to parents. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the district routinely provides parents with two copies of the proposed IEP and proposed placement, along with the required notice, immediately following development at the Team meeting. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the district does not have a parent who has revoked consent to a student’s special education services, a review of documents and interviews indicate that the district has appropriate procedures in place regarding the revocation of consent. According to the district’s procedures, if a parent revokes consent in writing, the district will act promptly to provide written notice to the parent of the district's proposal to discontinue services based on the written revocation of consent. The procedures indicate that the district will provide this notice a reasonable time before it intends to discontinue the student’s services and the district will also provide information on how the parent can obtain a copy of the procedural safeguards. |

| **SE Criterion # 25A - Sending of copy of notice to Special Education Appeals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documents and interviews indicate that when a parent has rejected an IEP, the district routinely sends a copy of the notice to the Bureau of Special Education Appeals within five days. |

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

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and interviews indicate that student codes of conduct contain information that is consistent with federal requirements in reference to the discipline of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days. The codes of conduct reference appropriate procedures pertaining to manifestation determinations and placement in an interim alternative educational setting (IAES). Specifically, the procedures indicate that a manifestation determination is conducted when a suspension constitutes a change in placement and if a student is placed in an IAES, the IAES will allow the student to continue in the general curriculum as well as continue to receive services identified on the IEP. While in the IAES, the student will also receive services to address the problem behavior. |

| **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:** |
| Review of documents and interviews indicate that student codes of conduct have been updated and contain appropriate procedural requirements applied to students not yet determined to be eligible for special education. Specifically, the codes of conduct indicate that if, prior to the disciplinary action, the district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student until and unless the student is subsequently determined not to be eligible. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and interviews indicate that all special education teachers are appropriately licensed. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A facility review and staff interviews demonstrate that the Learning Center, which is a substantially separate classroom at the high school, has been moved to a larger classroom which is more appropriate to accommodate the number of students served. A facility review and a review of student schedules confirm that the room is appropriate for the number of students served at one time, and the location maximizes the inclusion of the students into the life of the school because it is located among general education classrooms. |