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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Bourne Public Schools**  **MCR Onsite Date:** **11/10/2015**  **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 documentation indicate that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address all of 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.  This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B, and in the student's goals and objectives. In addition, the district has developed a checklist to guide the development of the IEP in those areas required for students on the autism spectrum. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that upon reaching the age of 18 the district implements appropriate procedures to obtain consent from the student to continue his or her special education program. Students are signing their IEPs upon reaching the age of majority. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that there is always a regular education teacher in attendance at IEP Team meetings for students who are involved or may be involved in a regular education program. Additionally, the district has appropriate procedures in place for excusing a Team member that include:   * The district and parent agreeing, 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 agreeing, in writing, to excuse a required Team member's participation and the excused member providing 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, interviews and documentation indicate that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. This information is evident in the goals and objectives and is also documented under the Additional Information section of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that IEP Teams are consistently providing parents with two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. At the conclusion of the Team meeting, parents are provided with a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district, and a statement of the major goal areas associated with these services. Therefore, parents are provided with the key decisions and agreements reached immediately following development of the IEP at the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records sets forth that IEP Non-participation Justification statements indicate why the removal of the student is considered critical to the student’s program and the basis for the Team’s 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 district provided its student roster as requested by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations conducted at the Bourne Middle School indicate that the locations of the special education classrooms maximize the inclusion of such students into the life of the school and are appropriate for the number of students served. While the special education classroom is located at the end of the hallway, there are regular education classrooms within the same area and students in this classroom are included throughout the day.  Onsite observations also indicate that speech services are now provided in a room that is appropriate for the number of students served. There may be up to four students receiving services at one time and there is no longer over-crowding in this classroom. |