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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Cohasset Public Schools**  **MCR Onsite Date:** **03/22/2016**  **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 staff interviews indicate that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address 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.  Information from the discussion is included in the Notice of Proposed School District Action (N1), and is reflected in the student's goals and accommodations in the IEP. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the Transition Planning Form is implemented beginning with the student's 14th birthday, and updated annually thereafter, to include the student’s preferences and interests, including desired outcomes in adult living, post-secondary and work environments. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that Team members are consistently attending IEP Team meetings, including the parents. Additionally, Team chairpersons and special education liaisons who act as the representatives of the school district report that they have the authority to commit the resources of the district at IEP Team meetings. See also  SE 26. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that progress reports are consistently developed and completed by teachers and related service providers and include specific information on the student's progress towards his/her annual goal(s). Progress reports are provided to parents with the same frequency as report cards are sent to parents of non-disabled students. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the Vision Statement in the IEP is addressed and reflects the student’s preferences and interests, including desired outcomes in adult living, post-secondary and work environments. |

| **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 a staff interview indicate that the district provides parents with two copies of the proposed IEP and proposed placement immediately following development at the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the Non-participation Justification statement in the IEP states why the student's removal from the general education classroom is considered critical to the student's program. In addition, when the student is removed from the general education classroom, the Non-participation Justification statement accurately reflects the student’s placement and instruction, as defined in the service delivery grid. |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the Notice of Proposed School District Action (N1) is complete and includes detailed responses to all questions, including:   1. A description of any action the district is proposing to take; 2. An explanation of why the district is proposing to act; 3. A description of any other options that the district considered and the reasons why those options were rejected; 4. A description of each evaluation procedure, test, record, or report used as a basis for the proposed action; 5. A description of any other factors that were relevant to the district's decision; and 6. A description of the next steps, if any, that are recommended. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that when the participation or consent of the parent is required and the parent fails to participate or delays consent, the district attempts to secure the consent of the parent through multiple attempts using a variety of methods which are documented by the district, including phone calls, letters, and email notifications. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that when parents are unable to attend a Team meeting, the meeting may be re-scheduled, supports for transportation may be provided, or the district provides alternative methods for participation, such as a conference phone call. |