|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Seven Hills Charter Public School**  **MCR Onsite Date:** **01/26/2016**  **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicate that whenever an evaluation shows that a student has a disability on the autism spectrum, the 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.  Interviews indicate that IEP Teams use a checklist to guide the IEP development of these required areas for students on the autism spectrum. Student record review demonstrates that IEP Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. |

| **SE Criterion # 6 - Determination of transition services** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews confirm that the charter school's IEP Teams discuss student transition needs beginning no later than when the student is 14 years old and annually thereafter, and consistently document this discussion on the Transition Planning Form. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews confirm that for students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses in the IEP the skills and proficiencies needed for the student to avoid and respond to bullying, harassment, or teasing. |

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

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations of the two instructional spaces used to provide Early Learning (K-1) special education pull-out instruction demonstrate that each instructional space has ventilation and the location of the instructional spaces maximizes the inclusion of such students into the life of the school. |