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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Sabis International Charter School****MCR Onsite Dates:** **04/29/2014 - 04/30/2014****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:** |
| Student record review, documents and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses: 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;7) and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the IEP Team discusses students' transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form. The charter school ensures that students are invited to and encouraged to attend part or all of Team meetings at which transition services are discussed or proposed. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that members of the IEP Team attend Team meetings unless: 1) the charter school 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 service is not being modified or discussed, or 2) the district and the 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 the IEP Team prior to the meeting. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that parents receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students and that progress report information includes information on the student's progress toward the annual goals in the IEP. |

| **SE Criterion # 15 - Outreach by the School District (Student Find)** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interviews indicated that the charter school provides information to parents and students about how students within the school in need of special education may be identified. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interviews indicated that upon determining that the student is eligible for special education, the Team, including the parent(s), develops an IEP at the Team meeting that addresses all elements of the most current IEP format provided by the Department of Elementary and Secondary Education. Whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her 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. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, documents and interviews indicated that when a student is removed from the general education classroom at any time, the Team states why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Non-participation statements are individualized. |

| **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:** |
| Student record review and interviews indicated that for all actions, the charter school gives notice complying with federal requirements within a reasonable time. All student records contained Notice of Proposed School District Action (N1) forms. See also SE 25. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicated that the charter school obtains written parental consent before conducting an evaluation. All consented to evaluations are conducted. During the review period no parent gave consent for special education services and then revoked his/her consent to the students special education services. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The charter school provided the student roster documentation required by the Department. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interviews indicated that the charter school uses "qualified" teachers to provide specialized instruction or has a "qualified" teacher consult with or provide direct supervision for someone who is not qualified but is delivering specialized instruction. “Qualified” teachers must hold a valid license in special education or have successfully completed an undergraduate or graduate degree in an approved special education program. |