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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Nauset Regional School District**  **MCR Onsite Date:** **05/07/2014**  **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:** |
| Review of student records and interviews set forth 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 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;  7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  This information is documented in the students’ goals and objectives. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews demonstrated that members of the Team attend IEP Team meetings unless:  1. 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  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 IEP Team prior to the meeting. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that IEP Team meetings are held before the anniversary date of the IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that IEP Teams are considering and addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students identified with a disability that affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, as well as for students identified with a disability on the autism spectrum. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the district is consistently providing IEPs to parents immediately following development at the Team meeting; proposed IEPs and placements are sent to parents within 3-5 days of the IEP Team meeting. |

| **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 demonstrated that the Notice of Proposed School District Action (N1) includes all required information, including the action the school district is proposing to take, the rejected options that were considered and the reasons why those options were rejected. In addition, the N1 forms address the evaluation procedure, test, record, or report used as a basis for the proposed action. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that when a parent revokes consent in writing to a student’s special education services, the district provides written notice to the parent of its proposal to discontinue services based on the written revocation of consent as well as information on how the parent can obtain a copy of his or her rights to procedural safeguards. The district provides notice within a reasonable time before it intends to discontinue services. Staff members are aware that they may not use mediation or request a due process hearing to obtain agreement or a ruling for continuation of services. |

| **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 documentation indicated that the codes of conduct as set forth in the Nauset Regional Middle School Student Handbook and the Nauset Regional High School Student Handbook include procedures for the suspension 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 include appropriate procedures for conducting manifestation determinations. Specifically, the IEP Team must consider evaluation information, observational information, the student’s IEP, placement and other relevant information in the student’s file to determine whether the behavior prompting the disciplinary removal was a manifestation of the student’s disability.  The codes of conduct also include appropriate information pertaining to interim alternative educational settings (IAES). The district may place a student in an IAES on its own authority if the student’s behavior involves weapons, illegal drugs or infliction of serious bodily injury or a hearing officer can order a student to an alternative placement if the student is “substantially likely” to injure himself/herself or others. The procedures indicate that a student may be placed in an IAES for up to 45 days. |

| **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 documentation indicated that the codes of conduct as set forth in the Nauset Regional Middle School Student Handbook and the Nauset Regional High School Student Handbook include the procedural requirements that apply to students not yet determined 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. |