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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Marblehead Public Schools****MCR Onsite Date:** **02/26/2015****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:** |
| A review of student records and interviews indicated that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and 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 documented in the Team meeting summary notes and is reflected in the student’s goals and accommodations in the IEP. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that within 30 school working days of receipt of a parent's written consent to evaluate, all consented-to assessments are consistently completed. Record review and interviews also indicated that within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, IEP Teams are consistently convened to determine whether the student is eligible for special education and provide to the parent either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that at least annually on or before the anniversary date of the IEP, Team meetings are consistently held to consider student progress and to review, revise, or develop a new IEP, or refer the student for a re-evaluation, as appropriate.  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when the IEP Team evaluation shows 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, IEP Teams address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the student’s IEP. 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. The Team’s considerations are documented in the Team meeting summary notes and reflected in the IEP as goals, accommodations, and services.  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews with administration demonstrated that, following the development of the IEP, IEP Teams consistently provide a comprehensive Team meeting summary to parents. Within 10 school working days, the district uploads the proposed IEP and placement in the district’s secure web-based system for parents to access, along with one hard copy of the proposed IEP and two (2) copies of the signature and placement pages sent to parents by regular mail. The district annually surveys all families to ensure that they wish to receive required communication and notices via the web-based system. For families who do not elect to receive the IEP electronically, the district sends two (2) copies of the proposed IEP and placement within 10 school working 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:** |
| A review of student records indicated that the district consistently gives written notice when proposing an IEP, placement, evaluation, or other actions. The Notices of Proposed School District Action (N1) consistently provide a description of the action(s) proposed or refused by the district; an explanation of why the district proposed or refused to take the action; a description of any other options that the district considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action; and a description of any factors relevant to the district’s proposal or refusal.  |

| **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 # 35 - Assistive technology: specialized materials and equipment** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and interviews indicated that the district consistently ensures implementation of assistive technology (AT) in consented-to IEPs.  |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, student schedules, and interviews indicated that the district has arranged scheduling at the middle school to ensure that students with disabilities in grades 6-8 are able to participate in a foreign language.  |