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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Charter School:** **Berkshire Arts and Technology Charter Public School**  **MCR Onsite Dates:** **05/26/2015**  **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:** |
| Documents, student record review and interview indicated that when a student has a disability on the autism spectrum, all IEP Teams consistently consider and specifically address all of the following: 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. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interview indicated that one year prior to the student reaching age 18, the district informs the student and the parent of the rights that will transfer from the parent to the student upon the student's 18th birthday. Upon reaching the age of 18, the school district implements procedures to obtain consent from the student to continue the student's special education program and inform the parents of their continued rights. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interview indicated that when members of the Team are not present at Team meetings, the district documents, in writing, that the parent and district agree to use alternative means, or that the district and the parent agree 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. The district also documents, in writing, that the district and the parent agree 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 # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews revealed that the school district has a functional, district-wide, parent advisory council on special education that has established by-laws regarding officers and operational procedures. The school district conducts, in cooperation with the parent advisory council, at least one workshop annually on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interview indicated that the district uses qualified teachers who hold valid licenses to provide specialized instruction to students on IEPs or has a qualified teacher provide direct supervision and consultation to any teacher who is not qualified but is delivering specialized instruction. |