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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Charter School:** **Marblehead Community Charter Public School** **MCR Onsite Dates:** **01/26/2015****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the school consistently completes all assessments consented to by parents, specifically classroom observations proposed by the school and educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults, and observations. |

| **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 the school has developed procedures for IEP Teams to follow when an evaluation indicates that a student has a disability on the autism spectrum. The procedure includes the requirements that IEP Teams consider and specifically address the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child'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 child's disability that impact progress in the general curriculum, including social and emotional development. Interviews with the special education administrator and the Team Chairperson demonstrated that relevant staff members have been trained in the considerations that must be made by the Team for students with ASD.  |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that upon receipt of an independent education evaluation report, IEP Teams re-convene within ten days to consider the assessment and amend or develop a new IEP 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 demonstrated that for students identified with a disability on the autism spectrum, IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing in the IEP. Record review demonstrated that IEP Teams address student needs with accommodations and social skill development goals and document their considerations under the Additional Information section of the IEP and in Team meeting summary notes. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Not Applicable |
| **Basis for Findings:** |
| The school uploaded its student roster as requested by the Department. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of teacher licensure and interviews indicated that individuals who design and/or provide direct special education services described in IEPs are appropriately licensed or are directly supervised by a licensed special education teacher. |