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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Oak Bluffs Public Schools****MCR Onsite Date:** **04/01/2016****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 documentation indicated 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 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 the autism spectrum disorder; and7) Other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development.The Team documents its discussion in the IEP through a checklist included in the Additional Information section, as well as in the Present Levels of Educational Performance (PLEP) A, PLEP B, goals and services. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that reports of assessment results are completed and provided to parents at least two days prior to the Team meeting. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that parents are consistently receiving reports on the student's progress towards reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. |

| **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 specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information section of the IEP and in the student’s goals. |

| **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 indicated that page two of the Notice of Proposed School District Action (N1) addresses all of the required elements. Specifically, the notices list the evaluations used in the IEP Team's determination, any rejected options, and the next steps that are necessary. |

| **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 required by the Department. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and staff interviews indicated that the district ensures that all general education staff are trained on state and federal special education requirements and related local special education policies and procedures. |