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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Truro Public Schools****MCR Onsite Date:** **10/29/2015****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:** |
| 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 all of 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. This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B, and in the student's goals and objectives. In addition, the district has developed a checklist to guide the development of the IEP in those areas required for students on the autism spectrum. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that within 45 school working days of receipt of a parent’s written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with either the proposed IEP and 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:** |
| Review of student records indicated that IEP Team meetings are held on or before the anniversary date of the previous IEP. An interview and a review of student records also indicated that the district is no longer using amendments to extend IEP timelines. |

| **SE Criterion # 19 - Extended evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the district reported that it has not conducted any extended evaluations in the past several years, an interview with the special education director and documentation indicated that appropriate procedures are in place with regard to the extended evaluation process. Specifically, the district’s procedures indicate that it would not use the extended evaluation process to provide additional time to complete the required assessments, the extended evaluation is not considered a placement and that an extended evaluation period may not exceed eight school weeks. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its student roster as requested by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicated that the special education parent advisory council (SEPAC) has established by-laws regarding officers and operational procedures. Additionally, the SEPAC advises the district on matters that pertain to the education and safety of students with disabilities and participates in the planning, development and evaluation of the district’s special education programs. The district, in conjunction with the SEPAC, conducts an annual workshop on the rights of students and their parents and guardians under state and federal special education laws. |