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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Gloucester Public Schools**  **MCR Onsite Dates:** **03/10/2014**  **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:** |
| Student record review, document review, and staff interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum, IEP Teams 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. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews demonstrated that required Team members consistently attend IEP meetings. When a required Team member is absent from the meeting, the district secures the parent's agreement in writing to excuse the Team member before the meeting. The required excused Team member provides written input in advance of the meeting to the parent and IEP Team for development of the IEP.  Staff interviews indicated that the district and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, document review, and staff 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, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. 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. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicated that IEP Teams consistently state why a student's removal from the general education classroom is considered critical to the student's program and provide the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that when parents revoke consent for special education services in writing, the district will promptly provide the parent with notice to discontinue services within a reasonable timeframe and attach a copy of the parent's procedural safeguards.  Interviews verified that the district will not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation.  The district did not have any current records for revocation of consent at the time of the mid-cycle review. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted the roster of special needs students as required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| According to interviews, the district has established a district-wide parent advisory council (PAC) on special education, with membership offered to all parents of students with disabilities and other interested individuals. The PAC has established by-laws and elected officers, and its duties include advising the district on the education and safety of students with disabilities and participating in the evaluation of special education programming. In cooperation with the PAC, the district conducts an annual workshop on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student records, document review, and staff interviews indicated that monitoring plans are consistently maintained for each student in an out-of-district placement and kept in the student's record. Record review and interviews demonstrated that all monitoring activities are documented in the monitoring plans. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and observations demonstrated that all special education instructional groupings at the high school meet required student-to-teacher ratios. |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Observations at the Veterans Elementary School demonstrated that special education students no longer receive related services in the library. In addition, a facilities review of Gloucester High School verified that the two therapeutic programs and the life skills class have been relocated into centralized areas that maximize the inclusion of special education students into the life of the school.  The facilities review at the Veterans Elementary School demonstrated that Speech Language and Occupational Therapy services are provided simultaneously in a general education computer lab where general education students are also receiving instruction, which creates auditory and visual distractions as well as privacy concerns. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a plan to relocate the Veterans Elementary School’s related service providers from the computer lab to rooms absent from distractions and at least equal in all physical respects to the average standards of general education facilities and classrooms  The Department will conduct on-site verification for SE 55 when corrective action has been completed for this criterion. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the plan to relocate the Veterans Elementary School’s related service providers from the computer lab and include a floor plan that identifies the new configuration by June 13, 2014.  Schedule a site visit with the Department to review the relocation of the Veterans Elementary School’s related service providers by October 15, 2014. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/13/2014 | 10/15/2014 |  |  |