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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Barnstable Public Schools****MCR Onsite Date:** **05/18/2015****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 sets forth that for students identified with a disability on the autism spectrum, the district utilizes a detailed checklist to ensure that 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.Information from the discussion is included in the Notice of Proposed School District Action (N1), and is also reflected in the IEP goals and accommodations, as appropriate. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records and an interview indicate that when a student’s eligibility terminates because the student has graduated or exceeded the age of eligibility, the district provides the student with a summary of academic achievement and functional performance, which includes recommendations on how to assist the student in meeting his or her postsecondary goals.Review of student records indicates that parents do not receive reports on the student’s progress towards reaching the goals set forth in the IEP at least as often as parents are informed of the progress of non-disabled students.  |
| **Department Order of Corrective Action:** |
| Create a system of organization with timelines for ensuring that service providers are aware of when progress reports are due and must be completed. Develop an internal oversight and tracking system for ensuring that parents are informed of the student’s progress towards reaching the IEP goals at least as often as parents are informed of the progress of non-disabled students. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.Develop a report of the results of an internal review of student records for the frequency and timeliness of progress reports that were issued subsequent to implementation of all corrective actions to ensure parents are provided with progress reports as required. **Please note when conducting internal monitoring, the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit a description of the organizational system established to inform service providers of when progress reports are due. Submit this information by **November 17, 2015**. Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **November 17, 2015**.Submit the results of the review of student records and include the following:1) The number of records reviewed;2) The number of records in compliance;3) For any records not in compliance, determine the root cause; and4) The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **March 18, 2016**. |
| **Progress Report Due Date(s):** |
| 11/17/2015 | 03/18/2016 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that for students whose disability affects social skills development, or whose disability makes him or her vulnerable to bullying, harassment, or teasing, or who are identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The IEP reflects the Team's consideration in the Additional Information section and in goals and accommodations, as appropriate. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicate that the special education parent advisory council (SEPAC) does not participate in the planning, development, and evaluation of the school district's special education programs, or advise the district on matters that pertain to the education and safety of students with disabilities. |
| **Department Order of Corrective Action:** |
| Develop a plan for involving the SEPAC in the planning, development and evaluation of the special education programs and for advising the district on matters that pertain to the education and safety of students with disabilities. |
| **Required Elements of Progress Reports:** |
| Submit a copy of the plan by **November 17, 2015**. Submit copies of agendas, minutes of meetings and sign-in sheets indicating that the SEPAC has met with school officials to participate in the planning, development and evaluation of the special education programs, and has been involved in advising the district on matters pertaining to the education and safety of students with disabilities. Submit this information by **March 18, 2016**. |
| **Progress Report Due Date(s):** |
| 11/17/2015 | 03/18/2016 |  |  |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documentation indicates that the procedural requirements applied to students not yet determined eligible for special education, as set forth in the Barnstable Public Schools Student Handbook, do not include information pertaining to when a district may be considered to have prior knowledge that a student may be a student with a disability. Specifically, the handbook does not indicate that the district may be considered to have prior knowledge if:a. The parent had expressed concern in writing; orb. The parent had requested an evaluation; orc. District staff had expressed directly to the special education director or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student. |
| **Department Order of Corrective Action:** |
| Update the Barnstable Public Schools Student Handbook to include the required information pertaining to when the district is considered to have prior knowledge that a student may be a student with a disability and provide staff training on these regulatory requirements.  |
| **Required Elements of Progress Reports:** |
| Submit a copy of the updated Barnstable Public Schools Student Handbook and evidence of training, including the agenda and sign-in sheet. Submit this information by November 17, 2015.  |
| **Progress Report Due Date(s):** |
| 11/17/2015 |  |  |  |