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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Rowe Public Schools**  **MCR Onsite Date:** **11/18/2015**  **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:** |
| Document review and an interview indicate that Rowe Public Schools does not have any student currently enrolled who has a diagnosis on the autism spectrum. However, the district has developed procedures to ensure that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team will consider and address the following required topics and document this information in the student’s IEP: 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 autism spectrum disorder; and 7) other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that at the conclusion of each IEP Team meeting, the district provides the parent with a summary that includes a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district, and a statement of the major goal areas associated with these services. Within two calendar weeks of the meeting, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview indicate that the district has an approved alternative compliance waiver from the Department, dated December 8, 2015, which allows Rowe Public Schools to waive the requirement to establish a district-wide parent advisory council (PAC) and instead allows the district to participate as a member of the larger North Berkshire School Union #43 PAC. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Document review indicates that the district’s procedures for the suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days do not include the following:   * District personnel, the parent, and other relevant members of the Team, as determined by the parent and the district, convene within 10 days of the decision to suspend to review all relevant information in the student’s file, including the IEP, any teacher observations, and any relevant information from the parents, to determine whether student’s behavior is a manifestation of his or her disability. * If district personnel, the parent, and other relevant members of the Team determine that the behavior is not a manifestation of the disability, then the suspension or expulsion may go forward consistent with policies applied to any student without disabilities, except that the district must still offer:  1. services to enable the student, although in another setting, to continue to participate in the general education curriculum and to progress towards IEP goals; and 2. as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, to address the behavior so that it does not recur.  * If district personnel, the parent, and other relevant members of the Team determine that the behavior is a manifestation of the disability, then the Team completes a functional behavioral assessment and behavioral intervention plan if it has not already done so. If a behavioral intervention plan is already in place, the Team reviews and modifies it, as necessary, to address the behavior. Except when the student has been placed in an interim alternative educational setting in the instances indicated below, the student returns to the original placement unless the parents and district agree otherwise or the hearing officer orders a new placement. * Regardless of the manifestation determination, the district may place the student in an interim alternative educational setting, as determined by the Team, for up to 45 school days:  1. on its own authority if the behavior involves weapons, illegal drugs or another controlled substance, or the infliction of serious bodily injury on another person while at school or a school function or, considered case by case, unique circumstances; or 2. on the authority of a hearing officer if the officer orders the alternative placement after the district provides evidence that the student is “substantially likely” to injure him/herself or others.  * Not later than the date of the decision to take disciplinary action, the school district notifies the parents of that decision and provides them with the written notice of procedural safeguards. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the district's procedures for the suspension of students with disabilities when the suspension exceeds 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days.  Train staff on the updated procedures and disseminate the revised procedures to parents and students. | | | |
| **Required Elements of Progress Reports:** | | | |
| By **April 15, 2016**, submit a copy of the district's revised procedures for the suspension of students with disabilities.  By **May 27, 2016**, submit the agenda, training materials, and sign-in sheet from the staff training on the revised procedures, and indicate how the revised procedures were shared with students and parents. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/15/2016 | 05/27/2016 |  |  |