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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **Carver Public Schools**  **MCR Onsite Date:** **02/27/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that, when a student is involved in a general education program, a general education teacher of the student is not consistently present at IEP Team meetings. | | | |
| **Department Order of Corrective Action:** | | | |
| Review district procedures and provide training to Special Education supervisors and IEP Team chairs to ensure that, when a student is involved in a general education program, a general education teacher of the student is in attendance at the IEP Team meeting, or a teacher who is unable to attend is excused by the parent.  Develop an internal oversight and tracking system to ensure required Team members attend Team meetings and the excusal process is followed and documented. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  Subsequent to implementation of all corrective actions, conduct an internal record review across grade levels and schools for students who receive services in the general education setting to ensure that general education teachers are present at Team meetings, or excusal procedures are followed when the teacher is unable to attend.  **\*Please note that, 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; and c) name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| By **September 22, 2017**, submit evidence of training of appropriate staff, including the training materials, agenda, and signed attendance sheet with staff names, roles and signatures.  By **September 22, 2017**, provide a detailed description of the district’s internal oversight and tracking system, including the name and role of the person designated for oversight.  By **November 17, 2017**, submit the results of the internal record review and include the following: 1) the number of records reviewed at each level and school; 2) the number of records in compliance; 3) a determination of the root cause for any records not in compliance; and 4) the specific corrective actions taken to remedy the non-compliance. | | | |
| **Progress Report Due Date(s):** | | | |
| **09/22/2017** | **11/17/2017** |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated the district consistently sends to parents progress reports that include written information on the student's progress towards the annual goals of the IEP at least as often as parents are informed of the progress of non-disabled students.  A review of student records also indicated that, when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for an evaluation, as appropriate. Interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  A review of student records and interviews also indicated that, if the district and parent agree to make changes to a student's IEP between annual IEP meetings, the IEP Team is reconvened to amend the IEP. Parents are advised that they may request a copy of the revised IEP with the amendment(s) incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that, upon determining the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records 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. A review of student records also indicated that IEP Teams document their consideration of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records and interviews demonstrated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education. Furthermore, placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  A review of student records also indicated that immediately following the development of the IEP, the district provides the parent with two copies of the proposed IEP and proposed placement along with the required notice, except when the proposal of placement is delayed in accordance with the provisions of 603 CMR 28.06(2)(e). |

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

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations at the Carver Elementary School indicated that the resource room for math and reading instruction, which was located behind the cafeteria and was separated from all other classrooms, is no longer in use.  The special education Alternative Learning Program at Carver Elementary School that previously served grades 4-5 currently serves grades 3-5. Observations indicated that this classroom is now located with other grade 3 classrooms and is placed in an instructional space with a door, which allows for confidentiality and minimizes distraction. Furthermore, it is in an area that maximizes the inclusion of students into the life of the school. Although there are currently no students enrolled who require a wheelchair for mobility, the instructional space is accessible to students who require a wheelchair. |