|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Beverly Public Schools**  **MCR Onsite Date:** **11/15/2017**  **Program Area: Special Education** |
|  |  |  |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that preschoolers are consistently observed in their natural environment or early intervention program as part of the initial evaluation prior to the child’s third birthday. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents, student records and staff interviews indicated that when a student with sole or shared decision-making rights reaches the age of 18, the district immediately obtains consent from the student to continue the student's special education program. Interviews and record review verified that the district has discontinued the practice of waiting until the IEP annual review meeting to obtain consent. |

| **SE Criterion # 13 - Progress Reports and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  A review of student records and staff interviews demonstrated that when a student's eligibility terminates because the student has graduated or exceeds the age of eligibility, the district consistently 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** |
| --- |
| **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 a re-evaluation, as appropriate. Staff 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 staff interviews also indicated that when 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 complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that 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. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records also demonstrated 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 indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the district's Notices of Proposed School District Action (N1s), as well as in the Present Levels of Educational Performance (PLEP) B, in goals/benchmarks and the Additional Information sections of the IEP. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that when a student is removed from the general education classroom, the IEPs do not consistently state why the student’s removal is considered critical to his or her program and the basis for concluding that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for IEP Team chairpersons on writing Nonparticipation Justification statements that consistently indicate why the removal from the general education classroom is considered critical to a student's program, along with the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  Develop an internal oversight and tracking system to ensure that IEP Teams develop appropriate Nonparticipation Justification statements. 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, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that IEP Teams appropriately justify the removal of students from general education classrooms.  **\*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 evidence of the Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **February 8, 2018**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **February 8, 2018**.  Submit the results of the internal 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; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **June 1, 2018**. | | | |
| **Progress Report Due Date(s):** | | | |
| 02/08/2018 | 06/01/2018 |  |  |

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