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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****Carlisle Public Schools****MCR Onsite Date:** **12/19/2017****Program Area: Special Education** |
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| **SE Criterion # 12 - Frequency of re-evaluation** |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that the district does not consistently implement re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education.  |
| **Department Order of Corrective Action:**Please refer to Administrative Advisory SPED 2001-4: Finding of No Eligibility for Special Education located at <http://www.doe.mass.edu/sped/advisories/01_4.html>. |
| Provide training to all responsible personnel on implementing re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education.  Develop an internal oversight and tracking system to ensure correct implementation of re-evaluation procedures in all cases where it is suspected that a student is no longer eligible for special education. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.For those students whose records were identified by the Department, conduct a complete re-evaluation. Reconvene the Team to review the results of the assessments, determine eligibility, and develop an IEP, as appropriate. After the implementation of all corrective actions, conduct a review of a sample of records of students who were determined no longer eligible for special education for evidence that the district is complying with state and federal regulations. **\*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 student names and grade levels for the records reviewed; b) date of the review;** **c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| **By March 23, 2018**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature. **By March 23, 2018**, submit a description of the district's internal oversight and monitoring system. **By May 4, 2018**, for each of the identified students, submit copies of the completed assessments, as well as copies of the Team Meeting Invitation (N3) and Team Meeting Attendance Sheet (N3A) as evidence that IEP Teams reconvened to review the assessment results. If any of the identified students are determined eligible for special education, submit a copy of the signed IEP and signed placement page.**By June 15, 2018**, submit the results of the internal review of 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.  |
| **Progress Report Due Date(s):** |
| 03/23/2018 | 05/04/2018 | 06/15/2018 |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview 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.Carlisle Public Schools serves students in pre-kindergarten through grade eight and does not have any students whose eligibility terminated because the student graduated from secondary school or exceeded the age of eligibility. |

| **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 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 an administrative staff interview indicated that, between annual IEP meetings, the district and parent may agree to make changes to a student's IEP, which is documented in writing, without convening a meeting of the Team. Upon request, a parent is provided with a complete revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an administrative staff interview indicated that, upon determining that a 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. An administrative staff interview indicated that the IEP is not changed outside of the Team meeting.A review of student records also 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. Record review indicated that IEP Teams document their considerations of the skills and proficiencies needed in the Notice of Proposed School District Action (N1) form, the Present Levels of Educational Performance (PLEP) B, and the Additional Information sections of the IEP. |

| **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 requested by the Department. |