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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Quincy Public Schools**  **MCR Onsite Dates:** **12/20/2017 - 12/21/2017**  **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:** |
| A review of student records and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address:  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.  IEP Teams use a checklist to gather information and guide IEP development, addressing any identified needs within the IEP as accommodations and goals. The checklist is maintained in the student record. |

| **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 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 also indicated that students whose eligibility terminated because the student graduated or exceeded the age of eligibility are provided a summary of 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 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.  Record review 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. Following the amendment meeting, parents are provided a copy of the amended IEP or the signed amendment form attached to the IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews 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. Staff interviews 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 a student whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for a student 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 Additional Information sections of IEPs and address any needed skills and proficiencies as accommodations and goals. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when students are removed from the general education classroom, IEP Non-participation Justification statements consistently state why the removal is considered critical to the student's program and 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. |

| **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. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations and staff interviews indicated that the district’s special education facilities and classrooms are consistently equal to the average standards to general education facilities. A facilities review of the Beechwood Knoll Elementary School indicated that the former library/media center has been converted into four instructional spaces through the construction of permanent walls and a soundproofed ceiling to address privacy concerns and auditory distractions. This space is now occupied by a kindergarten classroom, a first grade classroom, a resource room, and a computer room. Observations and a review of related service provider and gym and band/music practice schedules for the Beechwood Knoll therapy space also indicated that students are no longer required to walk through the gym while classes are in session, and band/music practice is not scheduled at the same time as related services, which has reduced auditory distractions. A review of schedules further indicated that speech therapist, occupational therapist, and school psychologist services no longer occur simultaneously, thereby addressing confidentiality and auditory distractions.  Observation and a review of schedules at Squantum Elementary School indicated that special education resource room instruction no longer occurs simultaneously with general education instruction in SQU Room 8.  Observation at Atherton Hough Elementary School indicated that special education classrooms are located amongst general education classrooms throughout the building. Additionally, the shared space on the first floor (Room 8) has been separated by a divider to address confidentiality and minimize distraction. Finally, physical therapy is now provided in the gymnasium either as push-in during a student's regularly scheduled gym class or as pull-out when the gymnasium is not otherwise in use.  Finally, an administrative staff interview indicated that the district has discontinued the practice of providing physical therapy in the hallways of Atherton Hough Elementary School and other elementary schools throughout the district. At the time of the CPR, one staff member employed this practice as a matter of preference. This staff member is no longer employed by the district, and the practice has been discontinued. |