|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Dartmouth Public Schools**  **MCR Onsite Date:** **11/14/2013**  **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is appropriately considering and addressing:  1) The verbal and nonverbal communication needs of the child;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the child'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;  7) Other needs resulting from the child's disability that impact progress in the  general curriculum, including social and emotional development.    The district documents its discussion in the IEP through the goals and services. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews with staff demonstrate that required members of the Team are consistently present at IEP Team meetings. Members of the Team attend IEP Team meetings unless:   * The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or * The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and IEP Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Although a review of student records indicates that the district is meeting the timeline requirement to conduct an evaluation within 30 school working days upon receipt of parental consent to an initial evaluation or re-evaluation, the district does not always meet the 45 school working day timeline for determination of eligibility and provision of the proposed IEP and placement or a finding of no eligibility to the parent. | | | |
| **Department Order of Corrective Action:** | | | |
| Review those records in which an initial evaluation or re-evaluation was conducted in the 2013-2014 school year and the district did not meet the 45-day timeline for the determination of eligibility and the provision of the proposed IEP and placement or a finding of no eligibility to the parent. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance.  Develop a report of the results of an internal review of student records, in which an initial or re-evaluation Team meeting was held after all corrective actions have been implemented, to ensure that IEP Teams are determining eligibility and the district is providing documentation to the parent within 45 school working days of receiving consent.  **\*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 the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **March 28, 2014**.  Submit the results of a 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 13, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/28/2014 | 06/13/2014 |  |  |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews demonstrate that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The district documents its discussion in the IEP through the goals and the Additional Information section, as well as in the Notice of Proposed School District Action (N1). |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that the district initiates IEP services upon receipt of the parent’s written acceptance of the student’s IEP. The district no longer initiates IEP services by a parent giving verbal permission at the IEP Team meeting.  Review of student records and interviews indicate that when a parent revokes consent in writing to special education services, the district provides written notice to the parent of its proposal to discontinue services based on the written revocation of consent as well as information on how the parent can obtain a copy of his or her right to procedural safeguards. The district provides notice within a reasonable time before it intends to discontinue services. Staff members are aware that they may not use mediation or request a due process hearing to obtain agreement or a ruling for continuation of services. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that translated documents, such as evaluations, progress reports and IEPs, are consistently provided to parents if the primary language of the home is other than English. Staff are now able to request translations or translator services through a Translator Request Form used in the district. |

| **SE Criterion # 32 - Parent advisory council for special education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews indicate that the district has an established parent advisory council (PAC) that has by-laws, officers, and operational procedures. The PAC advises the district on matters that pertain to the education and safety of students with disabilities and meets regularly with school personnel to participate in the planning, development, and evaluation of the district's special education programs. In cooperation with the PAC, the district conducts at least one workshop annually on the rights of students and their parents and guardians under state and federal special education laws. |

| **SE Criterion # 54 - Professional development** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of documentation indicates that while special education staff have received training on state and federal special education requirements and related local special education policies and procedures, the district has not provided training to general educators on this topic. Paraprofessionals have not been trained on analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to general education staff on state and federal special education requirements and related local special education policies and procedures.  Provide training to paraprofessionals on analyzing and accommodating diverse learning styles of students in order to achieve an objective of inclusion in the general education setting. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the training information, including the agenda and sign-in sheets, by **March 28, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/28/2014 |  |  |  |