|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Orleans Public Schools**  **MCR Onsite Date:** **04/07/2014**  **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:** |
| A review of the student records and documentation indicated that for students identified with a disability on the autism spectrum, IEP Teams consistently consider and specifically address the following:  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 the autism spectrum disorder;  7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B section and in the student's goals and objectives. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records and interviews indicated that members of the Team attend IEP Team meetings unless:  1. 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  2. The district and the 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 # 13 - Progress Reports and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records indicated that progress reports were evident in the files and progress reports included written information on the student's progress towards reaching the annual goals in the IEP. |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records indicated that IEP Team meetings are held before the anniversary date of the IEP. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records and interviews indicated that IEP Teams are considering and addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students identified with a disability that affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, as well as for students identified with a disability on the autism spectrum. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of the student records indicated that the Non-participation Justification statement in the IEP does not consistently state why the removal of the student from the general education classroom 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff responsible for completing IEPs on the requirements for writing complete IEP Non-participation Justification statements that indicate why the student’s removal from the general education classroom is critical to the student’s program.  Develop an internal oversight and tracking system for ensuring that written justification statements meet the requirements of this criterion. The oversight and tracking system should include periodic reviews of IEPs by the Special Education Coordinator to ensure ongoing compliance.  Develop a report of the results of an internal review of records, in which IEPs have been written since implementation of all of the district’s corrective actions, for evidence of compliance with appropriately completed Non-participation Justification statements.  **\*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 training and include the agenda, sign-in sheet and training materials by **September 19, 2014**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 19, 2014**.  Submit a report of the results of an internal review of records and include the following:  • The number of student records reviewed;  • The number of records in compliance;  • For any records not in compliance, determine the root cause(s) of the non-compliance; and  • The district’s plan to remedy the non-compliance.  Please submit the above information by **January 9, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/19/2014 | 01/09/2015 |  |  |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the Notice of Proposed School District Action (N1) includes all required information, including the action the school district is proposing to take, the rejected options that were considered and the reasons why those options were rejected. In addition, the N1 forms address the evaluation procedure, test, record, or report used as a basis for the proposed action. |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview indicated that when a parent revokes consent to the student's special education services in writing, 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/her rights 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 requested by the Department. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the documentation indicated that the procedures for the suspension of students with disabilities, as set forth in the Orleans Elementary School Student/Parent Handbook code of conduct, include appropriate procedures for conducting manifestation determinations. Specifically, the IEP Team must consider evaluation information, observational information, the student’s IEP, placement and other relevant information in the student’s file to determine whether the behavior prompting the disciplinary removal was a manifestation of the student’s disability.  The code of conduct also includes appropriate information pertaining to interim alternative educational settings (IAES). The district may place a student in an IAES on its own authority if the student’s behavior involves weapons, illegal drugs or infliction of serious bodily injury or a hearing officer can order a student to an alternative placement if the student is “substantially likely” to injure himself/herself or others. The procedures indicate that a student may be placed in an IAES for up to 45 days. |

| **SE Criterion # 47 - Procedural requirements applied to students not yet determined to be eligible for special education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the documentation indicated that the Orleans Elementary School Student/Parent Handbook’s code of conduct includes the procedural requirements applied to students not yet determined to be eligible for special education. Specifically, the code of conduct indicates that if prior to the disciplinary action the district had knowledge that the student may be a student with a disability, then the district will make all protections available to the student until and unless the student is subsequently determined not to be eligible. |