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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Abington Public Schools**  **MCR Onsite Date:** **12/15/2014**  **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student records and staff interviews indicated that whenever an evaluation sets forth that a child has a disability on the autism spectrum, the district uses a checklist to ensure that the following areas are addressed in the IEP:  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; and  7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  The Team documents its discussion in the IEP through the goals and services. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student records and staff interviews demonstrated 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 # 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 # 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** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of documentation indicated that while the handbooks include procedures for conducting a manifestation determination when a suspension constitutes a change in placement, not all student handbooks indicate that if the Team determines that the behavior is a manifestation of the student’s disability, the Team will conduct a functional behavioral assessment and develop a behavioral intervention plan, if it has not already done so. Specifically, handbooks from Frolio Middle School, Woodsdale Elementary School, Beaver Brook Elementary School and Center Elementary School do not include this information. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the procedures for the suspension of students with disabilities and include the amended procedures in the student handbooks for Frolio Middle School, Woodsdale Elementary School, Beaver Brook Elementary School and Center Elementary School. Indicate how the revised procedures and amended student handbooks will be shared with students, parents and staff.  Conduct a training session to review the updated procedures for the suspension of students with disabilities with school principals and IEP Team chairpersons at Frolio Middle School, Woodsdale Elementary School, Beaver Brook Elementary School and Center Elementary School. | | | |
| **Required Elements of Progress Reports:** | | | |
| By March 2, 2015, provide a copy of the revised procedures for the suspension of students with disabilities and an amended copy of the student handbooks for Frolio Middle School, Woodsdale Elementary School, Beaver Brook Elementary School and Center Elementary School, as well as a description of how this information was shared with students, parents and staff.  By March 2, 2015, submit the agenda, training materials and sign-in sheet from the training on the appropriate procedures for the suspension of students with disabilities. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/02/2015 |  |  |  |