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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Holbrook Public Schools**  **MCR Onsite Date:** **01/06/2015**  **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 an interview set forth that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following:  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 the 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.  This information is addressed within each student's IEP goals and objectives and is also noted under the Additional Information section of the IEP, along with the use of a checklist to ensure compliance. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that progress reports were not always complete and did not consistently address the student's progress towards reaching the annual goals set forth in the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to special education staff responsible for completing progress reports on writing progress reports that address the student's progress towards the annual IEP goals.  Develop an internal oversight and tracking system for ensuring that progress reports are complete and contain information on the student's progress towards the annual goals. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which progress reports were written subsequent to implementation of all corrective actions, to ensure appropriate completion.  **\*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 training information, including the agenda and sign-in sheet by **June 1, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **June 1, 2015**.  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 **November 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/01/2015 | 11/30/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that IEP Teams are considering and specifically addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students identified with a disability on the autism spectrum and for those students whose disability affects social skills development or whose disability makes him or her vulnerable to bullying, harassment, or teasing.  A review of student records also indicated that some IEPs were incomplete and did not include all required information in the student’s Current Performance Levels/Measurable Annual Goals section of the IEP. Specifically, student goals were not always identified in the Current Performance Levels/Measurable Annual Goals section, but were listed on the Service Delivery grid. In addition, the district did not always indicate how the Team would know that the student has reached each goal in the Measurable Annual Goal section. | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must reconvene the IEP Teams in order to address the IEP goals and ensure that student goals are identified in both the Service Delivery grid and in the Current Performance Levels/Measurable Annual Goals section, as well as indicate how the Team will know that the student has reached each goal.  Provide IEP Team chairpersons with training on appropriately completing the Current Performance Levels/Measurable Annual Goals section of IEP.  Develop an internal oversight and tracking system to ensure that IEP Teams address the required information in the Current Performance Levels/Measurable Annual Goals section. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were written subsequent to implementation of all corrective actions, to ensure appropriate completion of the Current Performance Levels/Measurable Annual Goals section of the IEP.  **\*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:** | | | |
| For those student records identified by the Department, submit a copy of the updated IEP and the signed Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **June 1, 2015.**  Submit the training information, including the agenda and sign-in sheet by **June 1, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **June 1, 2015**.  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 **November 30, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/01/2015 | 11/30/2015 |  |  |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and a staff interview indicated that IEP Teams are routinely considering the need for an educational program that is less than or more than the regular school day or school year, including extended day, year, and/or residential services, and IEP Teams indicate on the IEP why the shorter or longer program is necessary. The district provides extended school year programming when students have demonstrated substantial regression in their learning skills and/or substantial difficulty in re-learning such skills after extended breaks from school. Special education teachers collect data on the regression of skills for this purpose. |

| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the Notice of Proposed School District Action (N1) is consistently complete and addresses all content requirements, including the evaluation procedure, test, record or report used as a basis for the proposed action, as well as explaining what rejected options were considered and why each option was rejected. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the district has an established special education parent advisory council (SEPAC) that meets regularly; the SEPAC has by-laws, officers, and operational procedures. The SEPAC advises the district on matters that pertain to the education and safety of students with disabilities and participates in the planning, development and evaluation of special education programming. Annual training has been provided regarding the rights of students and their parents and guardians under state and federal special education laws. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district monitors the provision of services and programs of students placed in public and private out-of-district programs. The district develops monitoring plans and conducts monitoring activities for each student at least once or twice per year, and documents site visits as needed. |

| **SE Criterion # 44 - Procedure for recording suspensions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and a staff interview indicated that the district has procedures for recording the number and duration of suspensions from any part of the student's program. Suspensions are documented in the district's student data information system and guidance counselors monitor these suspensions, along with meeting regularly with the Director of Special Education to discuss the suspension of any eligible student. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and a staff interview indicated that all special education and regular education staff are trained on state and federal special education requirements and related local special education policies and procedures. |