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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Pittsfield Public Schools**  **MCR Onsite Dates:** **04/08/2015 - 04/09/2015**  **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:** |
| Record review and interviews indicated that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team considers and addresses the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the Team discusses the student's transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form which is included in the student record. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that at least one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. The notification provided to both the student and the parent/guardian explicitly states that all rights accorded to parents under special education law will transfer to the 18 year old. |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that the district and the parent do not consistently agree, in writing, to excuse a required Team members participation at a Team meeting, and the excused Team member does not provide written input into the development of the IEP to the parent and the IEP Team prior to the meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Select a sample of student records from across all grade levels for Team meetings held between March and June 2015, and conduct a root cause analysis to determine why the procedures for the excusal of required Team members is not being followed.  Following identification of the root cause(s) indicate the corrective actions the district proposes to take to address the excusal of required Team members from Team meetings.  Develop an internal oversight and tracking system to ensure that required Team members attend meetings or are properly excused. The tracking system should include supervisory oversight and periodic reviews by the Director of Special Education or designee to ensure ongoing compliance.  Complete an internal review of a second sample of student records from across all grade levels, from Team meetings held after all corrective actions have been completed, to determine if required Team members attended and if not, that a written excusal has been completed and their written input is documented.  \*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 student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the district’s root cause analysis, including proposed corrective actions and timelines by **October 16, 2015**.  Submit a description of the district’s internal oversight and tracking system to monitor Team meeting excusals, including the date of the system's implementation and the staff responsible for the oversight by **October 16, 2015.**  Submit the results of an internal review of student records. Include the number of records reviewed and the number in compliance. For all records not in compliance, determine the root cause and describe the corrective actions the district will take to remedy any non-compliance by **February 19, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 02/19/2016 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Record review and interviews indicated that when a student is removed from the general education classroom at any time, the Team does not consistently state why the removal is considered critical to the student's program and the basis for its 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:** | | | |
| The district must train appropriate staff on the requirement to justify the removal of a student from the general education classroom and to explain why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.  Develop an internal oversight and tracking system to ensure that the Nonparticipation Justification statement on the IEP states why students must be removed from the general education classroom. The tracking system should include supervisory oversight and periodic reviews by the Director of Special Education or designee to ensure ongoing compliance.  Complete an internal review of a sample of student records across all grade levels, from Team meetings held after all corrective actions have been completed, to determine if the Nonparticipation Justification statement on the IEP states why the students must be removed from the general education classroom.  \*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 student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, with their role(s) and signature(s). | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide evidence (agenda, training materials, sign-in sheet) that appropriate staff were trained by **October 16, 2015.**  Submit a description of the district’s internal oversight and tracking system to monitor Nonparticipation Justification statements on IEPs, including the date of the system's implementation and the staff responsible for the oversight by **October 16, 2015.**  Submit the results of an internal review of student records. Include the number of records reviewed and the number in compliance. For all records not in compliance, determine the root cause and describe the corrective actions the district will take to remedy any non-compliance by **February 19, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 02/19/2016 |  |  |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that communications with parents are in both English and the primary language of the home if such primary language is other than English. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and documentation indicated that the school district has established a district-wide parent advisory council (PAC) on special education. The PAC has established by-laws regarding officers and operational procedures, and advises the district on matters related to programming for students with disabilities. At least one time annually, the school district in cooperation with the PAC conducts a workshop on the rights of students and their parents and guardians under the state and federal special education laws. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and documentation indicated that students with disabilities, regardless of placement, participate in a variety of vocational technical programs and are not advised to choose the horticulture program when other programs are available, although many students with disabilities do choose that program. The Automotive Technology and Automotive Collision Repair and Refinishing programs are now wheelchair accessible. |

| **SE Criterion # 55 - Special education facilities and classrooms** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A building tour of the schools and a review of floor plans determined that special education facilities and classrooms at Crosby Elementary School, Conte Elementary School and Taconic High School have been reconfigured to eliminate clustering and all signage has been removed; however, four rooms designated for the Adolescent Support Program (ASP) at Pittsfield High School are clustered together and one of the rooms is identified by a sign that stigmatizes the students. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must reconfigure the classroom space for the ASP at Pittsfield High School to eliminate clustering and remove the sign that identifies the program. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the reconfigured floor plan identifying the new location of the classroom space for the ASP at Pittsfield HS with the instructional spaces around those classrooms clearly designated on the plan, as to the purpose of each space. Please remove all signage that identifies the special education program by **October 16, 2015**.  Schedule a site visit for the Department to review how the classroom spaces for the ASP have been reconfigured and to confirm all signage has been removed before **October 16, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 |  |  |  |