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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Seekonk Public Schools**  **MCR Onsite Date:** **03/26/2015**  **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:** |
| Review of 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 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.  The Team documents its discussion in the IEP through the Present Levels of Educational Performance (PLEP) A and B, as well as through the goals and services. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the reports of assessment results consistently contain educationally relevant recommendations. Specifically, psychological assessments include recommendations and define in detail and in educationally relevant and common terms the student’s needs, offering explicit means of meeting those needs. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that IEP Teams consider and specifically address 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 students whose disability affects social skills development or makes him or her vulnerable to bullying, harassment or teasing. The IEP reflects the Team's consideration in the Additional Information section and in goals and accommodations, as appropriate. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of 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 Team chairpersons 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 Director of Special Education 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 the training information, including the agenda and sign-in sheet by **October 16, 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 **October 16, 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 **January 22, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 01/22/2016 |  |  |

| **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:** |
| Review of student records indicated that the Notice of Proposed School District Action (N1) contains sufficient detail and responds to all questions on page 2 of the N1 form. Specifically, the N1 form includes a description of the action proposed by the district; an explanation of why the district is proposing to act; a description of any other options the district considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record, or report the district used as a basis for the proposed action; a description of any other factors that were relevant to the district's proposal; and any recommended next steps. |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations indicated that the location of the special education classrooms in the middle school maximize the inclusion of students from the BEST, ABLES, and STARS programs into the life of the school, as these classrooms are located amongst the sixth, seventh and eighth grade general education classrooms. Additionally, speech services are provided in a classroom on the first floor that is not shared with other service providers, which allows for student confidentiality and is free of distractions. |