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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Tisbury Public Schools**  **MCR Onsite Date:** **04/25/2016**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that an educational assessment by a representative of the school district that includes a history of the student's educational progress in the general curriculum, and an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations, are included in the student record. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews 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 a checklist included in the Additional Information section, as well as in the Present Levels of Educational Performance (PLEP) A, PLEP B and 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 and staff interviews indicated that assessment summaries are prepared and provided to parents at least two days prior to the Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that within forty-five school working days of receiving the parent's written consent to an initial evaluation or re-evaluation, the district determines whether the student is eligible for special education and provides the parent with either a proposed IEP and placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that reports on the student's progress towards reaching the goals set in the IEP are completed and given to parents with the same frequency as parents are informed of the progress of non-disabled students. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum.  Record review indicated that IEP Teams document their consideration of the skills and proficiencies needed by students in the Additional Information section of the IEP and in the student’s goals. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that if the student is removed from the general education classroom at any time, the Non-participation Justification statement is inconsistent in explaining why the removal 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:** | | | |
| Review a sample of 10 student records across grade levels in which an IEP was written in the 2015-2016 school year and in which the Non-participation Justification statement did not include all required information. Analyze the information to establish the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions that will be taken to remedy the non-compliance.  Develop an internal oversight and tracking system for ensuring that the written justification meets 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 student records across grade levels, in which IEPs have been written subsequent to implementation of all 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 description of the root cause analysis with the results, as well as specific proposal(s) for remedying the non-compliance and associated timelines by **September 16, 2016**.  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 16, 2016**.  Submit a report of the results of an internal review of records conducted subsequent to the implementation of corrective actions and include: the number of records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause; and indicate the specific corrective actions taken to remedy the non-compliance. Please submit the above information by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/16/2016 | 12/16/2016 |  |  |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that when an IEP is developed following an evaluation, the district completes all required elements of the Notice of Proposed School District Action (N1). However, when the IEP Team makes a determination to discontinue services following a re-evaluation, the N1 fails to provide an explanation of why the district proposes or refuses to take the action, and the N1 does not provide a description of the evaluation procedure, assessment, record, or report that the agency used as a basis for the action. | | | |
| **Department Order of Corrective Action:** | | | |
| Review a sample of student records across grade levels in which a re-evaluation was conducted in the 2015-2016 school year and the IEP Team made a determination to discontinue services, however, the N1 form was incomplete. Analyze the information to establish the root cause(s) for the noncompliance. Based on this root cause analysis, indicate the specific corrective actions to be taken to remedy the non-compliance.  Develop an internal oversight and tracking system for ensuring that page 2 of the N1 form is appropriately completed. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, develop a report of the results of an internal review of student records in which a student’s re-evaluation resulted in a termination of services, for evidence of compliance with responding to all questions on page 2 of the N1 form.  **\*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 description of the root cause analysis with the results, as well as specific proposal(s) for remedying the non-compliance and associated timelines by **September 16, 2016**.  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 16, 2016**.  Submit a report of the results of an internal review of records conducted subsequent to the implementation of corrective actions and include: the number of records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause; and indicate the specific corrective actions taken to remedy the non-compliance. Please submit the above information by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/16/2016 | 12/16/2016 |  |  |

| **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 required by the Department. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and staff interviews indicated that the district ensures that all general education staff are trained on state and federal special education requirements and related local special education policies and procedures. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations revealed that the area allocated for occupational therapy and physical therapy is located in one of three spaces within a portable classroom structure. The space has been reconfigured to enable the use of specialized equipment. In addition, access to the different classroom areas has been modified to allow for privacy and confidentiality as students enter or exit the space. |