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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Hanover Public Schools**  **MCR Onsite Dates:** **11/03/2016 - 11/04/2016**  **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, documentation and interviews confirmed 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. Record review confirmed that information gathered from a checklist is reflected in the goals and accommodations in the IEP. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews confirmed that general education teachers are consistently in attendance at IEP Team meetings for students involved in the general education program.  Review of student records and interviews also confirmed that a representative of the school district who has the authority to commit the resources of the district is consistently present at IEP Team meetings.  Review of student records and interviews confirmed that when a member of the Team does not attend an IEP Team meeting, the district consistently follows appropriate excusal procedures, which include: 1) the district and the parent agreeing, 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 2) the district and the parent agreeing, 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 the IEP Team prior to the 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 and interviews confirmed that within 45 school working days of receipt of the parent's written consent to an evaluation, the district consistently 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 and interviews confirmed that progress reports are provided at least as often as parents are informed of the progress of non-disabled students, are present in the student records and consistently address student progress towards IEP goals.  Review of student records also confirmed that where a student’s eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records confirmed that at least annually, on or before the anniversary date of the IEP, a Team meeting is held to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. Interviews confirmed that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. Review of student records and interviews also confirmed that if the district and parent agree to make changes to a student's IEP between annual IEP Team meetings, the IEP Team is reconvened to amend the IEP. Parents are advised that they may request a complete copy of the amended IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews confirmed that upon determining that the student is eligible for special education, IEP Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Interviews confirmed that the IEP is not changed outside of the Team meeting.  Review of student records confirmed 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. Review of student records confirmed that IEP Teams document their considerations of the skills and proficiencies needed by students in the district's Notice of Proposed School District Action (N1), as well as in the Present Levels of Educational Performance (PLEP) B and the Additional Information sections of the IEP. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews confirmed that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. Review of student records and interviews confirmed that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. Review of student records also confirmed that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.  Review of student records and interviews also confirmed that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. Review of student records confirmed that the district consistently sends two copies of the proposed IEP and placement within two calendar weeks of the Team meeting. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews confirmed that the IEP Non-participation Justification statement consistently explains why the student's removal 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. |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews confirmed that IEP Teams consistently consider the need for extended school year educational programming. Review of student records also confirmed that the district no longer notes in the IEP that extended school year programming will be revisited later in the year. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews confirmed that students at the Cedar Elementary School are receiving specialized reading instruction as noted in their IEPs and there has been no delay in services. While there is a process in place for notification to parents that informs them of the reasons for a delay, the actions the district is taking to address the lack of personnel and offering alternative methods to meet the goals on the IEP, the district has not needed to send such notification. |

| **SE Criterion # 25A - Sending of copy of notice to Special Education Appeals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation and interviews confirmed that when the district receives notice that a parent has rejected an IEP, proposed placement, or a finding of no eligibility for special education, the district consistently sends a copy of the notice to the Bureau of Special Education Appeals (BSEA) within five calendar days. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews confirmed that the parent advisory council (PAC) meets regularly with school officials to participate in the planning, development, and evaluation of the district's special education programs. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation confirmed that there is currently no age span of more than 48 months in the substantially separate Learning Center program at the Center Elementary School.  Since the previous Coordinated Program Review, the district has not needed to request an age span waiver from the Department. |

| **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:** |
| Review of documentation and interviews confirmed that students who receive special education services are consistently able to participate in programs, services and activities with their general education peers. Review of documentation also confirmed that students placed in substantially separate classes at Hanover Middle School, Center Elementary School and Sylvester Elementary School consistently take part in art and physical education with their non-disabled peers. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and interviews confirmed that general education teachers and paraprofessionals are regularly trained on the following: 1) state and federal special education requirements and related local special education policies and procedures; 2) analyzing and accommodating diverse learning styles of all students in order to achieve an objective of inclusion in the general education classroom of students with diverse learning styles; and  3) methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom.  Review of documentation and interviews also confirmed that the district consistently provides training for all locally hired and contracted transportation providers on the needs of the special education students they transport and how to appropriately meet those needs, including written information on any problems that may cause difficulties. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations at the Center Elementary School confirmed that all substantially separate special education classrooms are no longer located in a separate wing and are fully integrated into the life of the school. Occupational therapy services are no longer being conducted in the hallway, but rather in a dedicated space. Onsite observations also confirmed that related services such as occupational therapy, speech and language services, and physical therapy are no longer conducted simultaneously in the same space. No overcrowded or distractive learning environments were observed.  Onsite observations confirmed that, at the high school, special education instruction is no longer being conducted in small group instructional spaces; the instructional spaces are now physically equal to the average standards of general education classrooms. No overcrowded or distractive learning environments were observed. |