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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Northern Berkshire Vocational Regional School District****MCR Onsite Date:** **05/09/2017****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:** |
| Student record review and staff interviews indicated that the district consistently completes required and optional assessments consented-to by the parents, including psychological evaluations. The district contracts with a private agency for psychological evaluations consented-to by the parents. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review, document review and staff interviews indicated 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 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. Supports to address these needs are documented in IEP accommodations and goals and in the Notice of Proposed School District Action (N1). |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicated that when one purpose of the Team meeting is to discuss transition services, specifically when the student has been referred to an adult service agency, the district does not consistently invite a representative of the agency that is likely to be responsible for providing transition services. |
| **Department Order of Corrective Action:** |
| Develop procedures for inviting a representative of any participating agency that is likely to be responsible for providing or paying for a student's transition services to the Team meeting. Train responsible personnel on these procedures. Develop an internal oversight and tracking system to ensure that representatives of identified participating agencies are invited to IEP Team meetings. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.Subsequent to implementation of all corrective actions, conduct a review of student records for evidence that representatives of identified agencies are invited to Team meetings.**\* 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 of training (agenda, attendance sheet with staff name, role and signature, and materials used) by **November 3, 2017**.Provide a description of the internal oversight and tracking system by **November 3, 2017**. Submit the results of the internal 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 **February 9, 2018.** |
| **Progress Report Due Date(s):** |
| 11/03/2017 | 02/09/2018 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals. For special education students that have graduated or exceeded the age of eligibility, the 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:** |
| A review of student records indicated 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum. Student record review and staff interviews also indicated that if the district and parent agree to make changes to a student’s IEP between annual meetings, the 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:** |
| A review of student records and staff interviews indicated 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. Staff interviews indicated that the IEP is not changed outside of the Team meeting.A review of student records also 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 considerations of the skills and proficiencies needed by students in the Key Evaluation Results Summary 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:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student’s identified services and accommodations. Record review and staff interviews also demonstrated 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. A review of student records also indicated that immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **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. |