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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Somerset Berkley Regional School District****MCR Onsite Date:** **04/23/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records 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 annual IEP goals. Furthermore, record review indicated that the district no longer repeats progress report information verbatim over several marking periods or writes progress reports based on the previous IEP.A review of student records indicated that when a student's eligibility terminates because the student has graduated from secondary school 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. Record review also 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.A review of student records also indicated that if the district and parent agree to make changes and amend the IEP between annual meetings, the parent is provided with written documentation of the changes and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, upon determining the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. The district ensures that the IEP will not be changed outside 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. IEP Teams document their consideration of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and Additional Information sections of the IEP. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Not Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the district has not established a functioning parent advisory council (PAC) that advises on matters pertaining to the education and safety of students with disabilities, meets regularly with school officials to participate in the planning, development and evaluation of the district's special education programs, and has established by-laws regarding officers and operational procedures. |
| **Department Order of Corrective Action:** |
| Develop a detailed plan to establish a parent advisory council that offers membership to all parents of students with disabilities in the district, as well as other interested parties. The parent advisory council must establish by-laws regarding officers and operational procedures and provide the opportunity to participate in the planning, development and evaluation of the district's special education programs. Please see the Guidance for Special Education Parent Advisory Councils at http://www.doe.mass.edu/sped/pac/default.html and Administrative Advisory SPED 2015-2R: Special Education Parent Advisory Councils, Acceptable Alternatives, and Use of Social Media at http://www.doe.mass.edu/sped/advisories/2015-2r.html for direction.To meet this requirement in an alternative manner, the district must complete an Alternative Compliance Waiver form (http://www.doe.mass.edu/forms/waivers/form\_c.pdf) for approval from the Problem Resolution System Office (PRS). |
| **Required Elements of Progress Reports:** |
| Submit a plan that describes how the district will meet the requirement for a parent advisory council by **October 19, 2018**.Depending on the district's plan, submit evidence for the following by **December 21, 2018**: 1) a parent advisory council with by-laws regarding officers and operational procedures has been established; or 2) the district's alternative means to meet the requirement for a PAC has been approved by PRS.  |
| **Progress Report Due Date(s):** |
| **10/19/2018** | **12/21/2018** |  |  |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the district regularly evaluates its special education programs and services. The district submitted the reports from independent evaluations of Somerset Berkley Regional High School’s special education programming conducted in February 2016 by Walker Partnerships and in March 2018 by 7 Dimensions Consulting. Both evaluation reports included recommendations for addressing outstanding issues.  |