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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Holliston Public Schools**  **MCR Onsite Date:** **12/11/2013**  **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:** |
| A review of the 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 child;  2) The need to develop social interaction skills and proficiencies;  3) The needs resulting from the child'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;  7) Other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  This information is documented in the IEP through the Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance (PLEP) B section, and in the student’s goals and objectives. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records and interviews indicated that when a student chooses to delegate decision-making authority to a parent or other willing adult, the choice is documented in writing and is made in the presence of a witness and at least one representative of the district. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that required Team members attend IEP Team meetings unless:   1. The district and the parent agree, 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 agree, 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 IEP Team prior to the meeting. |

| **SE Criterion # 12 - Frequency of re-evaluation** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of the student records indicated that not all re-evaluations are conducted every three years. When the re-evaluation was not conducted, there was no documentation indicating that the parent and the district agreed that the re-evaluation was unnecessary nor was an IEP Team meeting conducted to update the IEP by reviewing existing data and obtaining input from the student’s IEP Team members. | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must obtain consent from the parent and conduct a full re-evaluation or submit documentation indicating that while the parent and district agreed that the re-evaluation was not necessary, the IEP Team convened to review, revise and update the IEP, as appropriate.  Review a sample of student records in which a re-evaluation was due in the 2013-2014 school year but not conducted. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance.  Develop a report of the results of an internal review of student records in which a re-evaluation was due, since implementation of all of the district's corrective actions, for evidence of compliance with re-evaluations being conducted every three years.  **\* 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:** | | | |
| For those student records identified by the Department, submit a copy of the signed Evaluation Consent Form (N1A), the Team Meeting Invitation (N3) and the signed Team Meeting Attendance Sheet (N3A) to indicate that the re-evaluation was conducted and that the IEP Team re-convened to discuss the re-evaluation results and update the IEP, as appropriate. In the alternative, submit documentation indicating that the parent and district agreed that the re-evaluation was unnecessary and include the Team Meeting Invitation (N3) and the signed Team Meeting Attendance Sheet (N3A) to indicate that an IEP Team meeting was held to review, revise and update the IEP. Submit this information by **March 28, 2014**.    Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **March 28, 2014**.    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 **June 20, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/28/2014 | 06/20/2014 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of the student records indicated that the district does not always hold IEP Team meetings annually, on or before the anniversary date of the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must conduct an annual review IEP Team meeting.  Review a sample of student records in which an annual review IEP Team meeting was due in the 2013-2014 school year, but not held prior to the expiration date of the previous IEP. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance.  Develop a report of the results of an internal review of student records in which an annual review Team meeting was due, since implementation of all of the district's corrective actions, for evidence of compliance with IEPs being updated annually.  **\*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:** | | | |
| For those student records identified by the Department, submit a copy of the Team Meeting Invitation (N3) and the signed Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams convened to review, revise or develop a new IEP. Submit this information by **March 28, 2014**.  Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **March 28, 2014**.  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.  Submit the above information by **June 20, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/28/2014 | 06/20/2014 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that IEP Teams are consistently considering and addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students identified with a disability that affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, as well as for students identified with a disability on the autism spectrum. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a parent revokes consent to the student's special education services in writing, the district provides written notice to the parent of its proposal to discontinue services based on the written revocation of consent as well as information on how the parent can obtain a copy of his/her rights to procedural safeguards. The district provides notice within a reasonable time before it intends to discontinue services. Staff members are aware that they may not use mediation or request a due process hearing to obtain agreement or a ruling for continuation of services. |

| **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 # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of the student records and interviews indicated that when the district provides notices orally or in another mode of communication that is not written language, written documentation is kept that the district has provided such notice in an alternate manner, including the content of the notice and the steps taken to ensure that the parent understands the content of the notice. |