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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Monson Public Schools**  **MCR Onsite Dates:** **03/17/2014**  **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:** |
| Based on a review of student records and interview, assessments are completed by appropriately credentialed and trained specialists for each referred student. Assessments are conducted in all areas related to the suspected disability including consideration of any needed assistive technology devices and services and/or instruction in Braille.  Additionally, educational assessments by a representative of the school district, including a history of the student's educational progress in the general curriculum, and assessment by a teacher or teachers with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults, are consistently conducted. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that when a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses: the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interview indicated that members of the Team attend Team meetings unless 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 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 the IEP Team prior to the meeting.  The district consistently ensures that a general education teacher attends the Team meeting If the student is, or may be, involved in a general education program. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview demonstrated that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and the proficiencies needed to avoid and respond to bullying, harassment, or teasing. |

| **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 an interview indicated that the district consistently provides an appropriate summary immediately following the development of the IEP and subsequently, provides two (2) copies of the proposed IEP and proposed placement, along with the required notice, within 10 school days of the Team meeting. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicated that no parent revoked consent during the period covered in the review. The district has procedures in place if a parent gives consent for special education services and then, at any time following, revokes consent to the student's special education services in writing, to discontinue all special education services, and does not use mediation or request a due process hearing to obtain agreement or ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the procedures require the district to promptly provide written notice to the parent/guardian of the district's proposal to discontinue services, as well as information on how the parent could obtain a copy of his/her right to procedural safeguards, and to provide the notice in a reasonable time before the district intends to discontinue the services. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| According to a review of student records and interview, the district documents efforts to ensure that one or both parents attend a Team meeting and uses other methods including individual or conference telephone calls, to ensure parent participation. Although parents attended all the Team meetings in this review period, the district has a process in place for documenting efforts to secure parent participation should this become an issue. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interview indicated that the district does have a process in place to provide oral interpretation and written translations as required. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interview demonstrated that the district consistently monitors the programs and provision of services of individual students placed in public and private out-of-district programs. Documentation of monitoring plans and all actual monitoring are placed in the files of every eligible student who has been placed out-of-district. To the extent that this monitoring requires site visits, such site visits are documented and placed in the student's files for review. |