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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Sherborn Public Schools****MCR Onsite Date:** **11/07/2013** **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** |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records indicates that some Educational Assessment A forms, which include an educational assessment by a representative of the school district with a history of the student's educational progress in the general curriculum, and Educational Assessment B forms, which include an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations, were missing from the files. |
| **Department Order of Corrective Action:** |
| For those students whose records were identified by the Department, the district must complete the missing Educational Assessment A and B forms and reconvene the IEP Teams to review, revise and update the IEP, as appropriate.Review those records in which an initial evaluation or a re-evaluation was conducted since the start of the school year and in which Educational Assessment A and B forms were not completed. Analyze the information to determine the root cause(s) of 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 initial evaluation or re-evaluation was conducted after all corrective actions have been implemented, to ensure appropriate completion of Educational Assessment A and B. **\*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 completed Educational Assessment A and B forms and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **March 20, 2014**.Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **March 20, 2014**.Submit a report of the results of an internal review of records and include the following: * The number of student records reviewed;
* The number of records in compliance;
* For any records not in compliance, determine the root cause(s) of the non-compliance; and
* The district's plan to remedy the non-compliance.

Please submit the above information by **June 4, 2014**. |
| **Progress Report Due Date(s):** |
| 03/20/2014 | 06/04/2014 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is appropriately considering and addressing: 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.The IEP Team addresses this information in the key evaluation section, goals and services, as appropriate. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documentation, and an interview indicate that the district consistently has a representative of the school district who has the authority to commit resources in attendance at IEP Team meetings. Special education teachers are now authorized to commit the resources of the district.A review of student records and interviews indicate that required Team members are present at IEP Team meetings. Members of the Team attend IEP 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 IEP Team prior to the meeting.
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| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that when an annual review IEP Team meeting is held during the progress reporting period, staff appropriately complete a progress report for the student and document the student’s progress towards reaching the goals set forth in the current IEP. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews demonstrate that whenever the IEP Team evaluation indicates that a student’s disability affects social skills development or when the disability makes the student 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 proficiencies needed to avoid and respond to bullying, harassment, or teasing. The district documents its discussion in the IEP through the goals, Present Levels of Educational Performance (PLEP) B, and the Additional Information section. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicate that when a parent revokes consent in writing to special education services, 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 required by the Department. |