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|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Stoughton Public Schools**  **MCR Onsite Date:** **11/19/2013**  **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 indicated that 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, were missing from student records. | | | | | |
| **Department Order of Corrective Action:** | | | | | |
| For those students whose records were identified by the Department, the district must complete the missing Educational Assessment A 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 an Educational Assessment A was not included in the student record. 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.  **\*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, their role(s) and signature(s).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| For those student records identified by the Department, submit a copy of the Educational Assessment A and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **May 9, 2014**.  Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **May 9, 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.   Submit the above information by **October 6, 2014**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 05/09/2014 | | | 10/06/2014 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records 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 included in the goals and Additional Information section of the IEP. |

| **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:** |
| Review of student records and an interview indicated that the district has developed procedures to ensure a consistent practice for notifying the student and parent/guardian of the transfer of parental rights at least one year prior to the student turning 18. The notification provided to both the student and the parent/guardian explicitly states that all rights accorded to parents under special education law will transfer to the 18-year-old student.  Review of student records also indicated that appropriate procedures are in place for when a student chooses to share decision-making with the parent or other willing adult. This choice is made in the presence of the Team, convening on or shortly before the student's 18th birthday, and is documented in written form. When the student chooses to delegate continued decision-making to his or her parent, or other willing adult, that choice is made in the presence of at least one representative of the school district and one other witness and is documented in written form and maintained in the student record. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated 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.   The general education teacher is consistently present at IEP Team meetings when a student is or may be involved in a regular education program. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that progress reports contain specific information on the student's progress towards reaching the annual goals in the IEP. In addition, all progress reports were maintained in the student record. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that for students identified with a disability on the autism spectrum and for those students whose disability affects social skills development or whose disability makes them vulnerable to bullying, harassment, or teasing, the IEP Team is not consistently considering and addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Please see *Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention* at <http://www.doe.mass.edu/sped/advisories/11_2ta.html> and the additional resource document *Addressing the Needs of Students with Disabilities in the IEP and in School Bullying Prevention and Intervention Efforts* at <http://www.doe.mass.edu/bullying/considerations-bully.html>.  Conduct training for all IEP Team chairpersons on the requirements for addressing bullying prevention and intervention in the IEP.  Develop an internal oversight and tracking system to ensure that IEP Teams consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. The tracking system should include oversight and periodic reviews by the Director of Student Support Services to ensure ongoing compliance.  Develop a report of the results of an internal review of records to ensure that IEP Teams, that have convened after all corrective actions have been implemented, are addressing the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in the IEP.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams have reconvened.  Submit this information by **May 9, 2014.**  Submit evidence of training to IEP Team chairpersons and include the agenda, signed attendance sheets indicating the title/role of staff and the name and title of the presenter by **May 9, 2014**.    Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **May 9, 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.   Submit the above information by **October 6, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 05/09/2014 | 10/06/2014 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and an interview indicated that the district sends two copies of the proposed IEP and placement to the parent/guardian immediately following development at the IEP Team meeting. The district is no longer sending only one copy to the parents. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| 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 required by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A site visit to the Dawe Elementary School indicated that the classrooms for special education, including the collaborative program, speech and language services, occupational therapy and physical therapy, are integrated throughout the building and are in locations that maximize the inclusion of such students into the life of the school. The classrooms are not identified by signs or other means that stigmatize students.  A site visit to the West Elementary School indicated that there were no signs on the special education and related services classrooms that stigmatize students using those classrooms. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and an interview indicated that the district is regularly evaluating its special education programs and services and is making changes consistent with the evaluation results. Most recently the district evaluated its programs that focus on social emotional concerns, which resulted in the district contracting with Board Certified Behavior Analysts (BCBAs) and mental health professionals to support the programs and staff. |