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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Dover-Sherborn Public School District****MCR Onsite Date:** **11/08/2013****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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review indicates that Educational Assessment A, an educational assessment by a representative of the school district that includes a history of the student's educational progress in the general curriculum, was 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 **March 6, 2014**.Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **March 6, 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 **May 28, 2014**. |
| **Progress Report Due Date(s):** |
| 03/06/2014 | 05/28/2014 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review indicates that for some students identified with a disability on the autism spectrum, the IEP Team is not consistently documenting in the IEP that it has considered and specifically addressed all of 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. |
| **Department Order of Corrective Action:** |
| Train IEP Team chairpersons on the requirements for addressing and documenting in the IEP the seven specific areas of need for students on the autism spectrum. Please see [Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder](http://www.doe.mass.edu/sped/advisories/07_1ta.html) for guidance on implementing these requirements. Develop an internal oversight and tracking system for ensuring that IEP Teams consider and specifically address the special requirements for students identified with a disability on the autism spectrum. 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 special requirements for students on the autism spectrum.**\*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:** |
| Submit evidence of training to IEP Team chairpersons. Include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter by **March 6, 2014**.Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **March 6, 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 **May 28, 2014**. |
| **Progress Report Due Date(s):** |
| 03/06/2014 | 05/28/2014 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review 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:** |
| Record review 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 # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review indicates that 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, as appropriate. The district no longer uses amendments to extend IEP timelines. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review indicates 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](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](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 students 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 **March 6, 2014**.Submit evidence of training to IEP Team chairpersons and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter by **March 6, 2014**. Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated personby **March 6, 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
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| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and an interview indicate that immediately following the development of the IEP for students in out-of-district placements, the district provides the parent with two copies of the proposed IEP and proposed placement with the required notice.  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review 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 right 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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A site visit confirms that the three learning center classrooms at the middle school are centrally located amongst general education classrooms. The locations of these classes maximize the inclusion of the students into the life of the school. |