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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Oxford****MCR Onsite Dates:** **02/09/2015 - 02/10/2015****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:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review, documents and interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does not consistently consider and specifically address all of the following issues: 1) the verbal and nonverbal communication needs of the student; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the student'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 autism spectrum disorder; 7) and other needs resulting from the student's disability that impact progress in the general curriculum, including social and emotional development. For the three students identified during the record review where the IEP Team did not address all of the required issues, the Department has provided a Student Record Issues Worksheet, and the individual records must be brought into compliance.  |
| **Department Order of Corrective Action:** |
| Develop procedures regarding the special requirements for students who have a disability on the autism spectrum and provide training for Team chairpersons and other appropriate staff members. Please see guidance at: *Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder*, <http://www.doe.mass.edu/sped/advisories/07_1ta.html>. For students identified on the Student Record Issues Worksheet, the IEP Team must reconvene and address all the issues required for students on the autism spectrum. The district must provide documentation that all areas have been discussed. Develop an internal oversight and tracking system to ensure that the IEP Team considers and addresses all seven requirements for students who have a disability on the autism spectrum. The tracking system should identify the person(s) responsible and include periodic reviews to ensure continued compliance. Complete an internal review of records for all students on the autism spectrum who have had Team meetings since corrective actions have been completed, to determine if the Team considered and addressed the special requirements. \*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:** |
| Provide evidence (copy of procedures, meeting agenda and sign-in sheet with names and role(s) of participants) that appropriate staff have been informed of the special requirements for students on the autism spectrum by **October 2, 2015**.Provide evidence, including copies of the Notice of Proposed District Action (N1), meeting invitation (N3), the attendance sheets (N3A) and a copy of the revised IEP or any amendment to the IEP, that the district has addressed the areas identified on the Student Record Issues Worksheet by **October 2, 2015**.Submit a description of the internal oversight and tracking system with timelines and the name and role of the designated person responsible by **October 2, 2015.** Submit the results of an internal review of student records. Include the number of records reviewed, the number in compliance with this criterion, the root cause of any continued non-compliance, and the corrective actions the district will take to remedy any non-compliance by **January 22, 2016.** |
| **Progress Report Due Date(s):** |
| 10/02/15 | 01/22/2016 |  |  |

| **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:** |
| Record review and interviews indicated that at least one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification provided to both the student and the parent/guardian states that all rights accorded to parents under special education law will transfer to the 18 year old. Upon reaching the age of 18, the school district implements procedures to obtain consent from the student to continue the student’s special education program. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that the school district did not consistently meet the forty-five (45) school working day timeline after receipt of the parent's written consent to an initial evaluation or a re-evaluation to determine student eligibility for special education. |
| **Department Order of Corrective Action:** |
| The district must develop procedures and train Team chairpersons and other relevant staff on the steps that are required to ensure that Team meetings are held within forty-five (45) days of parental consent.Develop an internal oversight and tracking system to ensure that eligibility is determined within required timelines. The tracking system should include supervisory oversight and periodic reviews by a designated person to ensure ongoing compliance. Complete an internal review of a sample of student records, taken across all grade levels from initial or reevaluation Team meetings held after corrective actions have been completed, to determine if the Team provided to the parent a determination of eligibility within the required timelines. \*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:** |
| Provide evidence (copy of procedures, meeting agenda and sign-in sheet with names and role(s) of participants) that appropriate staff have been trained by **October 2, 2015**. Submit a description of the internal oversight and tracking system with timelines and the name and role of the designated person responsible by **October 2, 2015.** Submit the results of an internal review of student records. Include the number of records reviewed, the number in compliance with this criterion, the root cause of any continued non-compliance, and the corrective actions the district will take to remedy any non-compliance by **January 22, 2016.** |
| **Progress Report Due Date(s):** |
| 10/02/2015 | 01/22/2016 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that for students identified with a disability on the autism spectrum, the IEP Team considered and specifically addressed the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.Record review also indicated that during the review period, no IEP Team evaluations indicated that a student's disability affected social skills development, or made him or her vulnerable to bullying, harassment, or teasing. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Record review and interviews indicated that the district is meeting the timelines for providing the parent with the proposed IEP and proposed placement along with the required notice following the development of the IEP, but they are not providing two (2) copies. |
| **Department Order of Corrective Action:** |
| Establish a procedure for ensuring that two copies of the IEP are provided to the parent(s) that includes identifying the personnel responsible.Develop an internal oversight and tracking system to ensure the district is providing the parent(s) with two copies of the proposed IEP and placement. The tracking system should include oversight and periodic reviews by a designated person to ensure ongoing compliance. Complete an internal review of a sample of student records across all grade levels, for IEPs issued after all corrective action has been completed, to determine if the district provides parents with two copies of the proposed IEP and proposed placement.\*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:** |
| Provide a detailed description of the new procedure for issuing IEPs to parents and identify the person(s) responsible by **October 2, 2015**.Submit a description of the internal oversight and tracking system, with timelines, along with the role and name of the person responsible by **October 2, 2015**. Submit the results of the internal review of records. Include the number of records reviewed, the number in compliance, the root cause of any continued noncompliance and how the district will remedy any noncompliance by **January 22, 2016**. |
| **Progress Report Due Date(s):** |
| 10/02/2015 | 01/22/2016 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student.Document review and interviews also indicated that during the review period, there were no situations where there had been a lack of special education personnel that required the district to inform parents in writing of any delayed services, reasons for delay, actions that the school district had to take to address a lack of space or personnel, or offer alternative methods to meet the goals on accepted IEPs. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews with a staff member and a parent indicated that the parent advisory council (PAC) advises the district on matters that pertain to the education and safety of students with disabilities and meets regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district received approval from the Department of Elementary and Secondary Education to operate Project Coffee as a public day school. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district monitors the services and programs 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 students’ files for review. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and an interview indicated that the district regularly evaluates special education programs and services. |