|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Plainville Public Schools**  **MCR Onsite Date:** **03/27/2015**  **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and an interview set forth that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses the following:  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 the autism spectrum disorder; and  7) Other needs resulting from the student's disability that impact progress in the  general curriculum, including social and emotional development.  This information is addressed within each student's IEP goals and objectives. |

| **SE Criterion # 18A - IEP development and content** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records set forth 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, and for students identified with a disability on the autism spectrum, the IEP Team is not always considering and specifically 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 Special Education 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 **October 9, 2015**.  Submit the training information, including the agenda and sign-in sheet with participant name and role by **October** **9, 2015**.    Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October** **9, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 8, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/09/2015 | 01/08/2016 |  |  |

| **SE Criterion # 24 - Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of FAPE** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the information included in the narrative description of the federally required Notice of Proposed School District Action (N1) often lacked specificity and did not consistently contain sufficient detail of the district's proposed actions on page 2 of the form. Specifically, the district's IEP proposals did not always note the assessments and evaluations that were conducted and used as a basis for the proposed actions. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on the requirements for completing the N1 notice and responding to all questions on page 2 of the notice.  Develop an internal oversight and tracking system for ensuring that N1 forms contain the required written information on page 2. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which an IEP was proposed subsequent to implementation of all corrective actions, to ensure appropriate completion of the N1 form.  **\*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:** | | | |
| Submit the training information, including the agenda and sign-in sheet with participant name and role by **October** **9, 2015**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **October 9, 2015**.  Submit the results of a review of student records and include the following:  1. The number of records reviewed;  2. The number of records in compliance;  3. For any records not in compliance, determine the root cause; and  4. The specific corrective actions taken to remedy the non-compliance.  Please submit the above information by **January 8, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/09/2015 | 01/08/2016 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education student roster as requested by the Department. |

| **SE Criterion # 32 - Parent advisory council for special education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff and parent interviews indicated that the Director of Special Education attends monthly parent advisory council (PAC) meetings and receives feedback from parents on matters pertaining to the education and safety of students with disabilities. The PAC also works with the Director on the planning, development, and evaluation of the district’s special education programming. The district assists the PAC with parent survey distribution and the PAC regularly communicates with the school committee, including an annual presentation at a school committee meeting. The PAC participates in principal coffee hours, as well as hosts a Disability Awareness Fair in the district. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Onsite observations at the Anna Jackson Elementary School and a staff interview indicated that occupational therapy services now take place in a large shared classroom space with physical therapy. The space allows for confidentiality and is adequate for the number of students served, which may be up to four students at one time. |