|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Stoneham Public Schools**  **MCR Onsite Dates:** **03/04/2015 - 03/05/2015**  **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the district consistently provides all required assessments consented to by the parent, specifically a history of the student's educational progress in the general curriculum, and a teacher assessment of the student’s attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability, IEP Teams consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. Record review demonstrated that IEP Teams consistently use the mandated Specific Learning Disability Team Determination Eligibility form. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams use a checklist to indicate student verbal and nonverbal communication; social interaction skills and proficiencies; unusual responses to sensory experiences; resistance to environmental change or change in daily routines; engagement in repetitive activities and stereotyped movements; positive behavioral interventions, strategies, and supports; and other needs that impact progress in the general curriculum, including social and emotional development. The information gathered using this checklist is also transferred into the IEP and any areas of need that are identified during IEP development are addressed as goals and accommodations. |

| **SE Criterion # 4 - Reports of assessment results** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of preschool student records demonstrated that speech/language and occupational therapy assessment summaries do not always include a description of the student's needs in educationally relevant and common terms or offer explicit means of meeting these needs. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for the related service providers responsible for administering preschool assessments on the development of assessment summaries that include a description of the student’s needs in educationally relevant and common terms and the explicit means of meeting these needs.  Develop an internal system of periodic review to ensure that assessment summaries are appropriately completed. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Conduct an internal review of a minimum of six (6) preschool student records whose parents consented to speech/language and/or occupational therapy testing after implementation of all corrective actions for evidence that assessment summaries include a description of the student’s needs in educationally relevant and common terms and offer an explicit means of meeting these needs.  **\*Please note that 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 level for the record review; b) Date of the review; c) who conducted the review, their role(s), and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of appropriate staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **October 16, 2015.**  Submit a description of the oversight system for periodic review, including the date of the system's implementation and the staff responsible for the oversight. This progress report is due **October 16, 2015.**  Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 29, 2016.** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/16/2015 | 1/29/2016 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that annual IEP Team meetings are consistently held on or before the anniversary date of the IEP to consider the student's progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that for students with disabilities in the high school’s alternative program, the IEP placement is no longer documented as substantially separate, but as full inclusion. Record review also confirmed that the service delivery section of the IEP, for these students, consistently lists services accurately in the "General Education Setting."  A review of student records and interviews demonstrated that the district consistently provides a Team meeting summary and sends two (2) copies of the proposed IEP and placement within 10 school working days of the meeting to the parent. |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that all required assessments are consistently documented on the consent form, and all consented-to assessments are completed. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that for families whose primary language is not English, the district consistently provides translated documents and progress reports. The district reviews all home language surveys to track translation needs of families and utilizes both in-district staff and contracted providers to translate documents. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that monitoring plans for students in out-of-district placements are consistently completed and documented in student records. The completion and content of such plans are monitored by the Director of Special Education. |

| **SE Criterion # 41 - Age span requirements** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews confirmed that none of the district’s special education instructional groupings, including Stoneham High School's RISE Life Skills program, include students who differ in age by more than 48 months. |

| **SE Criterion # 44 - Procedure for recording suspensions** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that the district consistently documents the number and duration of suspensions for all special education students. The district uses a database to record and track suspension data, which is monitored by building principals, assistant principals, and special education staff. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student schedules and interviews verified that students with disabilities who are also identified as English language learners have access to an English Learner Education program consistent with the requirements of M.G.L. c. 71A. |