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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Edgartown Public Schools** **MCR Onsite Date:** **04/26/2016****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:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that an educational assessment by a representative of the school district that includes a history of the student's educational progress in the general curriculum and an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations, were included in the student record when an initial evaluation or reevaluation had been conducted. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and documentation 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 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. The Team documents its discussion in the IEP through a checklist included in the Additional Information section, as well as in the Present Levels of Educational Performance (PLEP) A, PLEP B and through the goals and services. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that assessment reports are prepared and available to parents at least two days prior to the Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the district does not consistently convene the Team within forty-five school working days of receiving the parent’s written consent to an initial evaluation or re-evaluation to determine whether the student is eligible for special education and provide the parents with either a proposed IEP and placement or a written explanation of the finding of no eligibility.  |
| **Department Order of Corrective Action:** |
| Review a sample of 10 student records in which an initial evaluation or a re-evaluation was conducted in the 2015-2016 school year and in which the proposed IEP and placement or written explanation of the finding of no eligibility was not provided to the parent within 45 school working days. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance. Develop an internal oversight and tracking system to ensure that a proposed IEP and placement or a written explanation of the finding of no eligibility is provided to parents within forty-five school working days of receipt of parental consent. 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 initial evaluation and/or a re-evaluation was conducted subsequent to the implementation of all corrective actions to ensure that IEP Teams are determining eligibility and the district is providing documentation to the parent within 45 school working days of receiving consent.**\*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:** |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance, the associated timelines, and the person(s) responsible by **September 28, 2016**.Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 28, 2016**.Submit the results of an internal record review conducted subsequent to the implementation of all corrective actions 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; and the specific corrective actions taken to remedy the non-compliance.Submit the above information by **December 16, 2016**. |
| **Progress Report Due Date(s):** |
| 09/28/2016 |  12/16/2016 |   |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that reports on the student's progress towards reaching the goals set in the IEP are completed and provided to parents with the same frequency as parents are informed of the progress of non-disabled students.  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is not always held to consider the student's progress and to review, revise, or develop a new IEP or to refer the student for a reevaluation, as appropriate.  |
| **Department Order of Corrective Action:** |
| Review a sample of 10 student records from the 2015-2016 school year in which the Team meeting was not held prior to the anniversary date of the previous IEP. Analyze the information to determine the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance. Develop an internal oversight and tracking system to ensure that Teams convene on or before the anniversary date of the IEP. 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 conducted subsequent to the implementation of all corrective actions to ensure that IEP Teams are convening annually, on or before the anniversary date of the existing 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 with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance, the associated timelines, and the person(s) responsible by **September 28, 2016**.Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 28, 2016**.Submit the results of an internal record review conducted subsequent to the implementation of all corrective actions 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; and the specific corrective actions taken to remedy the non-compliance. Submit the above information by **December 16, 2016**. |
| **Progress Report Due Date(s):** |
| 09/28/2016 | 12/16/2016 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum. Review of student records indicated that IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information section of the IEP and in the student’s goals. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records indicated that if the student is removed from the general education classroom at any time, the Non-participation Justification statement is inconsistent in explaining why the removal is considered critical to the student's program and the basis for the Team's conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Department Order of Corrective Action:** |
| Review a sample of 10 student records in which an IEP was written in the 2015-2016 school year and in which the Non-participation Justification statement did not include all required information. Analyze the information to establish the root cause(s) for the non-compliance. Based on this root cause analysis, indicate the specific corrective actions that will be taken to remedy the non-compliance. Develop an internal oversight and tracking system to ensure that the written justification meets the requirements of this criterion. The oversight and tracking system should include periodic reviews of IEPs by the Director of Special Education to ensure ongoing compliance.Develop a report of the results of an internal review of student records conducted subsequent to the implementation of all corrective actions for evidence of appropriately completed Non-participation Justification statements.**\*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:** |
| Submit the results of the root cause analysis with specific proposals for remedying the non-compliance, the associated timelines, and the person(s) responsible by **September 28, 2016**.Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 28, 2016**.Submit the results of an internal record review conducted subsequent to the implementation of all corrective actions 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; and the specific corrective actions taken to remedy the non-compliance.Submit the above information by **December 16, 2016**. |
| **Progress Report Due Date(s):** |
| 09/28/2016 | 12/16/2016 |   |  |

| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that the Notice of Proposed School District Action (N1) includes responses to all of the federally required elements on page 2 of the form. Specifically, the N1 indicates the evaluation procedure, test, record or report used in the Team's determination of eligibility, any rejected options that were considered, and the next steps that were recommended. |

| **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 # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documentation and staff interviews indicated that the district ensures that all general education staff are trained on state and federal special education requirements and related local special education policies and procedures. |