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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Newton Public Schools**  **MCR Onsite Date:** **03/15/2016**  **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:** |
| A review of student records and staff interviews indicated that the district consistently completes consented-to educational assessments, including a history of the student's educational progress in the general curriculum, and teacher assessments that address 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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student suspected of having a specific learning disability (SLD) is evaluated, the district consistently completes all four components used to determine a specific learning disability: Historic Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4).  Record review also demonstrated that 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. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews set forth that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team does not always consider and specifically address the following:  1) The needs resulting from the student's unusual responses to sensory experiences;  2) The needs resulting from resistance to environmental change or change in daily  routines;  3) The needs resulting from engagement in repetitive activities and stereotyped  movements; and  4) Other needs resulting from the student's disability that impact progress in the general  curriculum, including social and emotional development. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise the district’s procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and address all seven areas related to autism spectrum disorder (ASD). Provide training to Team chairpersons on these procedures. For information on the requirements for students on the autism spectrum, please refer to the *Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder* at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.  For those students whose records were identified by the Department, reconvene the IEP Teams to consider and address the special requirements for students on the autism spectrum.  Develop an internal oversight and tracking system to ensure that IEP Teams address and document consideration of the special requirements for students identified with a disability on the autism spectrum. The 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 students with ASD had IEPs developed subsequent to implementation of all corrective actions, to ensure that the seven areas of need are being considered and addressed by IEP Teams.  **\*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 revised ASD procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **September 30, 2016.**  For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **September 30, 2016**.  Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **September 30, 2016.**  Submit the results of the internal 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 20, 2017.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2016 | 01/20/2017 |  |  |

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

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that prior to placing students in the district's behavioral support programs, the IEP Team is re-convened to revise the student's IEP and placement, and the parent's consent is obtained for the updated IEP and change in placement.  A review of student records indicated that although parents leave with summary notes at the conclusion of the IEP Team meeting, which include an IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services, the two copies of the proposed IEP and placement are not consistently provided to parents within two calendar weeks of the Team meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of the proposed IEP and placement to parents within two calendar weeks when a summary is provided at the conclusion of the IEP Team meeting or within 3-5 days if a summary is not provided at the conclusion of the meeting. Please see [*Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement*](http://www.doe.mass.edu/news/news.aspx?id=3182) for guidance on implementing these requirements. Provide training to Team chairpersons on these procedures. Develop an internal oversight and tracking system to ensure that two copies of the proposed IEP and placement are provided to parents immediately. 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, with IEP development subsequent to implementation of all corrective actions, to ensure that the proposed IEP and placement or finding of no eligibility is sent to parents immediately.  **\*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 the procedures and evidence of Team chairperson training, including name of presenter, agenda, and signed attendance sheet with staff name, role and signature by **September 30, 2016.**  Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **September 30, 2016.**  Submit the results of the internal 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 20, 2017.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2016 | 01/20/2017 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 18B. |

| **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. |