|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Dighton-Rehoboth Regional School District****MCR Onsite Date:** **01/12/2016****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 a staff 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; and7) Other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. Areas of need that are identified during IEP development are addressed as goals and accommodations within each student's IEP. Additionally, the district recently developed a checklist to ensure that all required areas are consistently addressed.  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that although parents are leaving with summary notes at the conclusion of the IEP Team meeting, which include a completed 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 proposed copies of the IEP 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 for ensuring that two copies of the proposed IEP and placement are provided to parents immediately following development at the IEP Team meeting. 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 IEPs were developed subsequent to implementation of all corrective actions, to ensure that IEPs are issued to parents immediately following development at the Team meeting.**\*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 a copy of the procedures and evidence of Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **April 25, 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 **April 25, 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 **June 27, 2016.** |
| **Progress Report Due Date(s):** |
| 04/25/2016 | 06/27/2016 |  |  |

| **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 information included in the narrative description of the Notice of Proposed School District Action (N1) does not consistently contain sufficient detail of the district's proposed actions on page 2 of the form. Specifically, the district’s evaluation proposals do not always indicate the assessments and evaluations to be conducted, and the district’s IEP proposals do not consistently describe the assessments and evaluations that were conducted and used as a basis for the proposed actions. |
| **Department Order of Corrective Action:** |
| Conduct training for IEP 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 to ensure 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 N1 notices were written subsequent to implementation of all corrective actions, to ensure that the notice to parent(s) proposing an IEP or evaluation addresses all federally required elements. **\*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 levels for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name and role of staff by **April 25, 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 **April 25, 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 **June 27, 2016.** |
| **Progress Report Due Date(s):** |
| 04/25/2016 | 06/27/2016 |  |  |

| **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:** |
| A review of documents and interviews indicated that the district has a newly-established special education parent advisory council (SEPAC) that includes by-laws, officers, and operational procedures. The SEPAC held its first meeting on December 1, 2015, which was attended by 30 parents. The SEPAC advises the district on matters pertaining to the education and safety of students with disabilities and has monthly meetings scheduled with the director of special education and the superintendent to determine how parents will further participate in the planning, development and evaluation of special education programming. In April 2015, the district provided training regarding the rights of students and their parents and guardians under state and federal special education laws; this year's training is scheduled for the spring 2016. |