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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Manchester Essex Regional School District**  **MCR Onsite Date:** **03/29/2016**  **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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a student has a disability on the autism spectrum, IEP Teams do not consistently document consideration of all seven required areas within the IEP. Specifically, IEP Teams do not always address the needs resulting from engagement in repetitive activities and stereotyped movements, and the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder. |
| **Department Order of Corrective Action:** |
| Update 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 the 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.    Conduct an internal review of records across grade levels and schools of students with ASD in which IEP development was 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).** |

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| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the updated ASD procedures along with evidence of training for Team chairpersons, including name(s) of presenter, agenda, signed attendance sheet(s) with staff name(s), role(s) and signature(s) by **June 24, 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 **June 24, 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 **June 24, 2016**.  Submit the results of the student record review. Indicate the number of records reviewed; the number of records in compliance; for any records found not in compliance, determine the root cause(s) of the noncompliance; and the specific action(s) taken by the district to remedy the non-compliance. Please submit this information by **November 18, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/24/2016 | 11/18/2016 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that the district consistently meets annually, on or before the anniversary date of the IEP, to consider the student's progress and to review, revise, or develop a new IEP. Additionally, student records and interviews indicated that amendments are no longer used to extend IEP anniversary dates or change placements of students. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A 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.  Additionally, student records and interviews indicated that IEP Teams consistently document consideration of these skills and proficiencies in Notices of Proposed School District Action (N1s), as well as in the Present Levels of Educational Performance (PLEP) B and the Additional Information sections of the IEP. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Non-participation Justification statements consistently explain why removal from the general education classroom 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. Additionally, student records and interviews indicated that IEP Teams consistently develop Non-participation Justification statements that are individualized and specific to the student. |

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