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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Spencer-East Brookfield Regional School District**  **MCR Onsite Dates:** **04/03/2017 - 04/04/2017**  **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 indicated that when determining a student’s special education eligibility, the district consistently completes an educational assessment that provides a history of a student's educational progress in the general curriculum and an assessment addressing the student’s specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district’s general education curriculum. Also included is an assessment of the student’s attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.  In addition, a review of student records indicated that areas of suspected disability are consistently included on the consent form for the re-evaluation of students when needed to determine eligibility. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams 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.  IEP Teams use a checklist to guide the consideration of students' strengths and needs in each of the seven areas. Any area of need identified during IEP development is addressed with goals and accommodations. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that for students 14 years of age and older, the Team consistently documents the discussion of the student’s transition needs on the Transition Planning Form. A review of student records and staff interviews also indicated that the Team reviews the Transition Planning Form annually and updates information on the form and the IEP, as appropriate. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that general education teachers are consistently present at Team meetings for students involved in a general education program and when a member of the Team is unable to attend a Team meeting, the district consistently implements the required excusal process that includes: a) a written agreement between the parent and district to excuse a required Team member; and b) the excused member's provision of written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district consistently holds the IEP Team meeting within 45 school working days after receipt of the parental consent for evaluation. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district consistently conducts re-evaluations every three years, unless the parent and district agree that it is unnecessary. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.  However, a review of student records and staff interviews indicated that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district does not provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.  Conduct training to review the updated procedures for IEP Team chairpersons and other relevant staff.  Subsequent to the implementation of corrective actions, conduct an internal review of a sample of student records to ensure that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district completes a summary of his or her academic achievement and functional performance.  **\*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; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| By **October 27, 2017**, provide a copy of the newly developed procedures.  By **October 27, 2017**, submit the agenda, training materials and sign-in sheet from the training on the revised procedures.  By **May 18, 2018,** submit the results of an internal review of records and include the following: (1) the number of records reviewed; (2) the number of records in compliance; and (3) for any records not in compliance, determine the root cause for the noncompliance and any specific corrective actions taken to remedy each instance of noncompliance. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/27/2017 | 05/18/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews indicated that between annual IEP meetings the district and parent may agree to make changes to a student's IEP, which is documented in writing. Upon request, a parent is provided with a complete revised copy of the IEP with amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon determining that a student is eligible for special education, IEP Teams develop the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records also 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records and staff interviews indicated that Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP. A review of student records also demonstrated that placements are based on the IEP, including the types of related services, types of settings, types of service providers, and location where services are to be provided.  A review of student records indicated that immediately following the development of the IEP, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the Nonparticipation Justification statement in the IEP consistently states why the student’s removal from the general education setting is critical to the student's program and the basis for the decision as to why the student could not be supported in a less restrictive environment with the use of supplementary aids and services. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at the beginning of each school year, the district has an IEP in effect for each eligible student within its jurisdiction. Staff interviews also indicated that IEPs with speech and language services are fully implemented at all schools, including the East Brookfield Elementary School. The Lake Street School, identified in the Coordinated Program Review final report, is no longer in operation. |

| **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:** |
| A review of student records indicated that the Notices of Proposed School District Action (N1) consistently contain all required components, including any rejected options, other relevant factors and next steps. |

| **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. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and staff interviews indicated that the district has a behavioral program (Learning Center) to meet the needs of elementary students whose behavior interferes with learning. |

| **SE Criterion # 35 - Assistive technology: specialized materials and equipment** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently implements IEP accommodations that require computer-based assistive technology. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that there is no longer a lack of technology in the district, and IEPs for students who require computer-based applications are fully implemented. The Lake Street School, identified in the Coordinated Program Review final report, is no longer in operation. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the district's procedures include the individual oversight of the provision of services and programs for individual students placed in public and private out-of-district programs. A review of student records indicated that the district documents its annual monitoring of each eligible student. |

| **SE Criterion # 43 - Behavioral interventions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district has sufficient resources (Learning Center) to support elementary students with behavioral needs that impact their own learning and the learning of others. |

| **SE Criterion # 49 - Related services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district fully implements the IEPs of students with speech and language needs in the district. In addition, a review of student records and staff interviews indicated that the district has sufficient resources to support the behavioral needs of students across the district. The Lake Street School, identified in the Coordinated Program Review final report, is no longer in operation. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all individuals at all levels who design and/or provide direct special education services described in the IEPs of students are appropriately licensed. |