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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Methuen Public Schools**  **MCR Onsite Date:** **01/04/2018**  **Program Area: Special Education** |
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| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **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 a student’s unusual responses to sensory experiences; 4) the needs resulting from the student’s 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 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 district documents these considerations in the Team summary notes and in the Additional Information section of the student's IEP. Record review indicated that goals and services related to these skills are also included in the IEP when necessary. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that assessment summaries consistently include recommendations, including at the pre-kindergarten level. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| 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 annual IEP goals.  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. |

| **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, 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 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 also indicated that the district and parent may agree to make changes to a student's IEP, documented in writing, without convening the Team. Upon request, the parent is provided with a revised copy of the IEP with the 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 and address 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. The district documents this consideration in the Team summary notes and in the Additional Information section of the student's IEP. Record review indicated that goals and services related to these skills are also included in the IEP when necessary. |

| **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 indicated that the district consistently provides the parent(s) with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately following the development of the IEP. |

| **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 Notice of Proposed School District Action (N1) consistently includes a description of each evaluation procedure, test, record or report the Team used as a basis for the proposed or refused action and description of any other factors that were relevant to the district's proposal or refusal. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that when required, the district does not consistently ensure that an interpreter fluent in the primary language of the home and familiar with special education procedures, programs, and services is present at all meetings. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that when required, the district consistently ensures that an interpreter fluent in the primary language of the home and familiar with special education procedures, programs, and services is present at all meetings. Provide appropriate staff training on the procedures.  Develop an internal oversight and tracking system to ensure that interpreters are present at Team meetings where parents require interpreting services. The tracking system should include periodic reviews by an administrator to ensure continuing compliance.  For those student records identified by the Department, provide evidence that the Team has reconvened with an interpreter present, if necessary.  Subsequent to implementation of all corrective actions, conduct an internal review of special education student records to ensure that when required, the district consistently provides an interpreter at Team meetings who is fluent in the primary language of the home and familiar with special education procedures, programs, and services. | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 30, 2018**, submit the procedures and evidence of staff training, including name of presenter, agenda, sample training materials, and signed attendance sheet with staff name, role and signature.  **By March 30, 2018**, provide a detailed description of the district's internal oversight and tracking system, including the name and role of the person designated for oversight.  **By March 30, 2018**, submit evidence for those records identified by the Department that interpreters were present at Team meetings, when required. Include Team Meeting Invitations (N3) and Team Meeting Attendance Sheets (N3A).  **By June 15, 2018**, 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 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 records reviewed; b) date of the review;**  **c) name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Progress Report Due Date(s):** | | | |
| 03/30/2018 | 06/15/2018 |  |  |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that staff members, including general education and paraprofessionals, receive training on state and federal special education requirements and related local special education policies and procedures. These trainings occur prior to the start of each school year and are reviewed throughout the year at building- based staff meetings. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the district formally conducts evaluations of its special education programs and services. Evaluations are performed annually, while each service or program is evaluated on a three year cycle. |