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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Melrose Public Schools** **MCR Onsite Dates:** **01/28/2014****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 1 - Assessments are appropriately selected and interpreted for students referred for evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the district has established procedures to ensure that evaluations are provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally. According to interviews, when students are referred for an evaluation to determine eligibility for special education, staff will establish the student’s dominant language prior to conducting assessments. Document review also demonstrated that the district has an established list of contracted bilingual evaluators. At the time of the mid-cycle review, the district did not have any current records for evaluating bilingual students.  |

| **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 demonstrated that IEP teams consider and address all seven (7) required areas for students on the autism spectrum (ASD): the verbal and nonverbal communication needs of the child; the need to develop social interaction skills and proficiencies; the needs resulting from the child's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development. Student record review demonstrated that the district has developed a checklist for IEP development that incorporates all seven required areas for students with ASD. Interviews also confirmed that special education team chairs have been trained on this procedure and the specific requirements of IEP development for students on the autism spectrum.  |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that all assessment summaries, including speech and language assessment summaries, contain the procedures employed by the evaluator, as well as the results and diagnostic impressions, and describe student needs and explicit means of meeting them in detail and in educationally relevant and common terms. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that the district consistently secures consent to continue IEP services from students with educational decision-making rights upon attainment of the age of majority.  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and interviews with staff members demonstrated that required Team members consistently attend IEP meetings. When a required Team member is absent from the meeting, the district secures the parent’s agreement in writing to excuse the Team member before the meeting. The required excused Team member provides written input in advance of the meeting to the parent and IEP Team for development of the IEP. If the parent does not wish to convene the IEP Team meeting without the required member, the district reschedules the meeting.Staff interviews indicated that the district and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the district has discontinued the use of IEP amendments to change student placements. Interviews indicated that special education staff members have been fully trained on the appropriate use of the amendment process.  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents and interviews indicate that when a student’s evaluation data indicates that his/her disability affects social skills development or makes them susceptible to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed in the IEP on the Present Levels of Educational Performance for other educational needs (PLEP B) information page and with individual IEP goals when appropriate. For students identified with a disability on the autism spectrum, the IEP Team considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Record review and interviews demonstrated that IEP Teams document these considerations in the Team meeting summary notes.Student record review demonstrated that IEP Teams appropriately and consistently complete the PLEP B information page of the IEP for students as needed.  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that when parents revoke consent for special education services in writing, the district will act promptly to provide notice to discontinue services within a reasonable timeframe and attach a copy of the parent’s procedural safeguards.  Interviews verified that the district will not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation.At the time of the mid-cycle review, the district did not have any current records for revocation of consent.  |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted the roster of special needs students as required by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and document review demonstrated that the district will provide communications in the primary language of the home if such primary language is other than English. According to interviews, principals notify IEP Team chairpersons of identified families who require translated documents and interpreters. The special education office maintains a list of contracted vendors who can provide translations and interpretation in a variety of languages.At the time of the mid-cycle review, the district did not have any current records for special education students whose families required translations or interpretation.  |

| **SE Criterion # 43 - Behavioral interventions** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 46. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and interviews indicated that when a student’s behavior is a manifestation of his/her disability, the IEP Team reviews and revises the student’s current IEP and behavioral support plan as appropriate. According to interviews, the district also has the option to place middle and high school students in a general education alternative program, which has a structured environment designed to support student behavioral needs.At the time of the mid-cycle review, the district did not have any current records for students whose manifestation determinations found their behavior to be a manifestation of the disability. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Interviews and observations at the Veterans Memorial Middle School demonstrated that the alternative program for special education students has been replaced by a general education alternative program. Observations of the special education facilities at the Roosevelt Elementary School confirmed that all special education classrooms and related service spaces are identified by room numbers, rather than stigmatizing signs. |