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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Needham Public Schools**  **MCR Onsite Dates:** **02/10/2014 - 02/12/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that when a student suspected of having a specific learning disability is evaluated, the Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team. |

| **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 child has a disability on the autism spectrum the district uses an Autism checklist to address the following areas which are included in the IEP as appropriate:  1) the verbal and nonverbal communication needs of the child;  2) the need to develop social interaction skills and proficiencies;  3) the needs resulting from the child'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 autism spectrum disorder; and  7) other needs resulting from the child's disability that impact progress in the general curriculum, including social and emotional development.  The district identifies goals and adds services to the service delivery grid based on the areas identified as areas of need on the Autism checklist. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and documents indicated that when the district and the parent agree in writing, through the use of the excusal form, to excuse the required Team member's participation in a Team meeting, the excused member provides written input for the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that between annual IEP meetings, when the district and parent agree to make changes to a student's IEP, only selected pages, rather than the complete revised IEP are provided to a parent with the amendments incorporated. | | | |
| **Department Order of Corrective Action:** | | | |
| Revise procedures to ensure that between annual IEP meetings, when the district and parent agree to make changes to a student's IEP, a parent is provided with a complete revised copy of the IEP with the amendments incorporated.  Conduct training for appropriate special education staff regarding the provision of the entire IEP with amendments incorporated to the parent.  Develop a monitoring system to ensure parents are provided with a complete copy of the IEP with the amendments incorporated. This system should include oversight and periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records at all levels to ensure parents are provided the complete IEP with the amendments incorporated. This sample must be drawn from records where the IEP was amended after all corrective actions have been implemented.  **\*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;**  **c) Name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of appropriate staff training, which will include an agenda, date of training, signed attendance sheets indicating the title/role of the staff and the name and title of the presenter by **October 15, 2014**.  Submit a description of the district's internal monitoring system with periodic reviews, along with the name/role of the designated person by **October 15, 2014**.  Submit a report of the results of an internal review of student records and include the following:   * The number of student records reviewed; * The number of records in compliance; * For any records not in compliance, determine the root cause(s) of the non-compliance; and * The district's plan to remedy the non-compliance.   Submit the above information by **January 23, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 10/15/2014 | 01/23/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documents, and staff interviews indicated that whenever the IEP Team evaluation indicates that a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. 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. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicated that at the Team meeting, the Team first determines the student's needs before deciding on program placement. Before leaving the Team meeting, parents are provided with a summary of the agreements that includes a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district and a statement of the major goal areas associated with these services. In addition, immediately following the development of the IEP, the district provides the parent with the proposed IEP and proposed placement along with the required Notice of Proposed District Action (N1) within ten days of the meeting. However, the district does not always provide the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice (N1). | | | |
| **Department Order of Corrective Action:** | | | |
| Revise procedures for provision of the IEP to parents to ensure that the district provides the parent with two (2) copies of the proposed IEP and proposed placement (N1) immediately.  Conduct training for appropriate special education staff on the requirements for provision of two copies of the IEP and proposed placement (N1) to parents.  Develop an internal oversight and tracking system to ensure that parents are provided with two copies of the proposed IEP and proposed placement. The tracking system should include oversight and periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of records at each school level to ensure that parents are provided with two copies of the proposed IEP and proposed placement. This sample must be drawn from records with IEP development that occurred after all corrective actions have been implemented.  **\*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;**  **c) Name of person(s) who conducted the review, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| The district will submit the updated procedures and evidence of staff training, which will include a training agenda, date of training, signed attendance sheets indicating the title/role of the staff and the name and title of the presenter by **October 15, 2014**.  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 **October 15, 2014**.  Submit a report of the results of an internal review of student records and include the following:   * The number of student records reviewed; * The number of records in compliance; * For any records not in compliance, determine the root cause(s) of the non-compliance; and * The district's plan to remedy the non-compliance.   Submit the above information to the Department by **January 23, 2015** | | | |
| **Progress Report Due Date(s):** | | | |
| 10/15/2014 | 01/23/2015 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicated that when the IEP of the student in need of special education has been accepted in whole or in part by that student's parent, the school district provides the mutually agreed upon services without delay. The school district does not delay implementation of the IEP due to lack of classroom space or personnel, provides as many of the services on the accepted IEP as possible and immediately informs parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offers alternative methods to meet the goals on the accepted IEP. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and student records indicated that if a parent/guardian has given consent for special education services and then revokes consent in writing, the district discontinues all special education services and acts promptly to provide written notice to the parent/guardian, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district provides the notice within a reasonable time, e.g. thirty (30) days, before discontinuing services. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster information 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:** |
| Review of student records indicated that when the district provides notices orally or in some other mode of communication that is not written language, the district keeps written documentation that it has provided such notice in an alternate manner, of the content of the notice and of the steps taken to ensure that the parent understands the content of the notice. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations at the Broadmeadow School and High Rock Middle School indicated that no facilities or classrooms used for occupational therapy, physical therapy, or Resource Rooms were identified by signs or other stigmatizing means. In addition, observations at the high school indicated that special education classrooms are not clustered and are now located in a way that maximizes the inclusion of such students into the life of the school. |