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|  | | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Somerset Public Schools**  **MCR Onsite Date:** **01/31/2014**  **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** | | | | | |
| **Rating:** | | | | | |
| Partially Implemented | | | | | |
| **Basis for Findings:** | | | | | |
| A review of student records indicated that some Educational Assessment A forms, which include an educational assessment by a representative of the school district with a history of the student's educational progress in the general curriculum, and Educational Assessment B forms, which include an assessment by a teacher with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory and social relations, were missing from the files. | | | | | |
| **Department Order of Corrective Action:** | | | | | |
| For those students whose records were identified by the Department, the district must complete the missing Educational Assessment A and B forms and reconvene the IEP Teams to review, revise and update the IEP, as appropriate.  Review those records in which an initial evaluation or a re-evaluation was conducted since the start of the school year and in which Educational Assessment A and B forms were not completed. Analyze the information to determine the root cause(s) of the non-compliance. Based on this root cause analysis, indicate the specific corrective actions the district will take to remedy the non-compliance.  Develop a report of the results of an internal review of student records, in which an initial evaluation or re-evaluation was conducted after all corrective actions have been implemented, to ensure appropriate completion of Educational Assessment A and B.  **\*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).** | | | | | |
| **Required Elements of Progress Reports:** | | | | | |
| For those student records identified by the Department, submit a copy of completed Educational Assessment A and B forms and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **June 9, 2014**.  Submit the results of the root cause analysis with specific proposals for remedying the non-compliance and associated timelines by **June 9, 2014**.  Submit a report of the results of an internal review of 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.   Please submit the above information by **October 31, 2014**. | | | | | |
| **Progress Report Due Date(s):** | | | | | |
| 06/09/2014 | | | 10/31/2014 |  |  |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that when a student suspected of having a specific learning disability is evaluated, the IEP Team creates a written determination as to whether or not the student 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 an interview set forth that whenever an evaluation indicates that a child has a disability on the autism spectrum, the IEP Team is considering and specifically addressing the following:  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 the 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.  This information is addressed within each student's IEP goals and objectives. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that members of the Team are well represented at IEP Team meetings and there is consistent attendance of all Team members. Members of the Team attend IEP Team meetings unless:   * The district and the parent agree, in writing, that the attendance of the Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed; or * The district and parent agree, in writing, to excuse a required Team member's participation and the excused member provides written input into the development of the IEP to the parent and 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 and a staff interview indicated that within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, the district is determining whether the student is eligible for special education and providing either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility to the parent. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records sets forth that whenever the IEP Team evaluation indicates that a student's disability affects social skills development or when the disability makes the student vulnerable to bullying, harassment, or teasing, and for students identified with a disability on the autism spectrum, the IEP Team is not considering and specifically addressing the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  While the district includes a general bullying statement under the Additional Information section of the IEPs, the specific skills and proficiencies for avoiding and responding to bullying, harassment or teasing are not addressed within the IEP or the Notice of Proposed School District Action (N1). | | | |
| **Department Order of Corrective Action:** | | | |
| For those students whose records were identified by the Department, the district must reconvene the IEP Teams to consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. Please see *Technical Assistance Advisory SPED 2011-2: Bullying Prevention and Intervention* at <http://www.doe.mass.edu/sped/advisories/11_2ta.html> and the additional resource document *Addressing the Needs of Students with Disabilities in the IEP and in School Bullying Prevention and Intervention Efforts* at <http://www.doe.mass.edu/bullying/considerations-bully.html>.  Conduct training for all IEP Team chairpersons on the requirements for addressing bullying prevention and intervention in the IEP.  Develop an internal oversight and tracking system to ensure that IEP Teams consider and address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing. 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 to ensure that IEP Teams, that have convened after all corrective actions have been implemented, are addressing the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing in the IEP.  **\*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:** | | | |
| For those student records identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) to indicate that the IEP Teams have reconvened.  Submit this information by **June 9, 2014**.  Submit evidence of training to IEP Team chairpersons and include the agenda, training date, signed attendance sheets indicating the title/role of staff and the name and title of the presenter by **June 9, 2014**.    Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the designated personby **June 9, 2014**.  Submit a report of the results of an internal review of 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 **October 31, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2014 | 10/31/2014 |  |  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that the district is providing a summary to parents at the conclusion of the IEP Team meeting, which includes a completed IEP service delivery grid and a statement of the major goal areas associated with these services, then provides the proposed IEP and placement within two calendar weeks. However, the district is not providing parents with two copies of the proposed IEP and placement; the district currently provides only one copy of the proposed IEP and placement to parents. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the provision of two copies of the proposed IEP and proposed placement to parents immediately following development at the Team meeting. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that parents are provided with two copies of the proposed IEP and placement following development at the IEP Team meeting. The oversight and tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which IEPs were developed subsequent to implementation of all corrective actions, to ensure that parents are provided with two copies of the proposed IEP and placement following development at the IEP Team meeting.  **\*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).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a copy of the procedures and evidence of Team chairperson training. Include the agenda, signed attendance sheet and training materials. Submit this information by **June 9, 2014**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **June 9, 2014**.  Submit the results of a 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.   Please submit the above information by **October 31, 2014**. | | | |
| **Progress Report Due Date(s):** | | | |
| 06/09/2014 | 10/31/2014 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| While the district does not have a parent who has revoked consent to a student's special education services, a review of documents and an interview indicated that the district has appropriate procedures in place regarding the revocation of consent. According to the district's procedures, if a parent revokes consent in writing, the district will act promptly to provide written notice to the parent of the district's proposal to discontinue services based on the written revocation of consent. The procedures indicate that the district will provide this notice a reasonable time before it intends to discontinue the student's services and the district will also provide information on how the parent can obtain a copy of the procedural safeguards. |

| **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. |