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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District: Acton-Boxborough Public Schools**  **MCR Onsite Dates:** **05/09/2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| 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 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:** |
| A review of student records and staff interviews indicated that when the district and the parent agree in writing through the use of the excusal form to excuse a required Team member's participation in an IEP meeting, the excused member provides written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **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 the Team uses a checklist to specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose 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 district addresses this requirement by adding a statement under Additional Information in the IEP for all students and adding individualized goals and services for students who are identified as needing these skills 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:** | | | |
| A review of student records and staff interviews indicated that immediately following the development of the IEP, the district provides the parent with meeting summary notes and issues the IEP within ten days of the meeting date but does not provide two (2) copies of the proposed IEP and proposed placement along with the required notice. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for appropriate special education staff on the requirement to provide parents with two copies of the proposed IEP, the proposed placement along with the required contents of the Notice of Proposed School District Action (N1) immediately following the development of the IEP.  Develop an internal oversight and tracking system to ensure that the district is providing the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice immediately following the development of the IEP. 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 student records at grades 7-12 to ensure immediate provision of two (2) copies of the IEP, placement page and Notice of Proposed School District Action (N1) with required contents. This sample must be drawn from records with IEP development that occurred after all corrective actions have been implemented.  **\*Please note when conducting administrative monitoring the district must maintain the following documentation and make it available to the ESE 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, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of appropriate staff training on the requirement to provide parents with two copies of the proposed IEP, proposed placement and Notice of Proposed School District Action (N1) and include agenda, signed attendance sheets, copies of the materials presented and the date of the system's implementation. Please submit this to ESE by **September 30, 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 to ESE by **September 30, 2014.**  Submit a report of the results of an internal record review and include the number of records reviewed, the number found to be compliant, an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Submit this to ESE by **January 15, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2014 and 01/15/2015 |  |  |  | |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that when a parent has given consent for special education services and then revokes the consent in writing, the district discontinues all special education services, acts promptly to provide written notice to the parent/guardian of its proposal to discontinue services based on the revocation of consent, 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 (30 days) before discontinuing the services. The district provided a sample of its revocation letter. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided the student roster documentation required by the Department. |