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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Gill-Montague Regional School District**  **MCR Onsite Dates:** **03/03/2014 - 03/04/2014**  **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:** |
| Documents, student record review and interviews indicated that when a student has a disability on the autism spectrum, the IEP Team considers and specifically addresses: the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student'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 student's disability that impact progress in the general curriculum, including social and emotional development. |

| **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:** |
| Student record review and an interview confirmed that at least one year prior to the student reaching age 18, the district informs the student and the parent/guardian of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The notification is provided to both the student and the parent/guardian and explicitly states that all rights accorded to parents under special education law will transfer to the 18 year old. |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, student record review and an interview indicated that IEP Teams consistently contain the required members and that members of the Team attend Team meetings unless: the parent and district agree to use alternative means, such as a video conference or a conference call, for any Team meeting, or 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 the 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 the IEP Team prior to the meeting. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and an interview indicated that parents consistently receive reports on the student's progress toward reaching the goals set in the IEP at least as often as parents are informed of the progress of non-disabled students. Progress reports from guidance counselors at the high school, who provide counseling services to students, are now consistently completed and found in the student record. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, student record review and an interview confirmed 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; or the student has a diagnosis on the autism spectrum, the district ensures that the IEP addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and an interview indicated that the district has procedures in place to ensure and document that each teacher and provider described in the IEP is informed of his or her specific responsibilities related to the implementation of the student's IEP and the specific accommodations, modifications and supports that must be provided for the student under it. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review and an interview indicated that the district's Notice of Proposed School District Action (N1) that is provided to parents does not consistently contain all required elements. Specifically, the district does not consistently provide an explanation of why the agency proposed or refused to take the action; a description of any other options that the agency considered and the reasons why those options were rejected; a description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action; or a description of any other factors that were relevant to the agency's proposal or refusal. | | | |
| **Department Order of Corrective Action:** | | | |
| The district must develop a procedure to ensure that all N1 forms are completed and respond to the six federally mandated questions. Further the district must provide evidence of training provided to appropriate staff and must develop an internal oversight and tracking system with periodic review.  The district must conduct a review of a sample of student records for N1 forms completed after all corrective actions have been implemented. | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide a copy of the district's newly developed procedure for ensuring that all N1 forms contain all required elements, along with evidence of training for appropriate staff, including materials, agendas and attendance logs by **September 30, 2014**.  Submit a description of the district’s internal oversight and tracking system with periodic review, along with the name/role of the designated person responsible by **September 30, 2014**.  Report the results of the review of student records for N1 forms issued after all corrective actions have been completed to ensure that N1 forms provided to parents contain all required elements. For any records found to be out of compliance conduct a root cause analysis and provide a description of the district's plan to remedy any non-compliance found, by **January 30, 2015**.  \*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, with their role(s) and signature(s). | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2014 | 01/30/2015 |  |  |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and an interview indicated that the district has procedures in place so that if the parent has given consent for special education services and then, at any time following, revokes his/her consent to the student’s special education services in writing, the district discontinues all special education services and does not use mediation or request a due process hearing to obtain agreement or a ruling requiring the continuation of services, consistent with federal regulation. If a parent revokes consent in writing, the district acts promptly to provide written notice to the parent/guardian of the district’s proposal to discontinue services, as well as information on how the parent can obtain a copy of his/her right to procedural safeguards. The district provides the notice a reasonable time before the district intends to discontinue the services. |

| **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. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and an interview confirmed that the district ensures that communications with parents are in simple and commonly understood words and are in both English and the primary language of the home if such primary language is other than English. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents and interviews indicated that the district has an operating PAC with appropriate bylaws and officers and that the PAC has opportunities to advise the district and participate in the planning, development and evaluation of special education programs. |

| **SE Criterion # 36 - IEP implementation, accountability and financial responsibility** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 22. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, an interview and observation confirmed that students in substantially separate programs at Sheffield Elementary School have the same access to art and music programs, and other activities, as other students in the building. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Documents, an interview and observation indicated that at the Hillcrest Elementary School, special education classrooms and services are located throughout the school to better maximize the inclusion of such students into the life of the school. At the Gill Elementary School, observation and a review of schedules indicated that while pull out services take place in the library, they are scheduled at times when the library is closed to other classes, so do not interfere with services the students are receiving. |