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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Douglas Public Schools**  **MCR Onsite Dates:** **01/12/2015 - 01/13/2015**  **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that assessments in the area of suspected disability and educational assessments that provide the history of a student's educational progress in the general education curriculum are consistently completed by a representative of the school district. |

| **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 demonstrated that whenever an evaluation indicates that a child has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address the following areas: 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.  Record review demonstrated that IEP Teams utilize an ASD rubric to guide the IEP development, adding goals and services to the service delivery grid based on the identified areas of student need. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that speech/language and cognitive assessments consistently contained summarized procedures and results, and defined in detail and in educationally relevant and common terms, the student's needs, offering explicit means of meeting them. |

| **SE Criterion # 5 - Participation in general State and district-wide assessment programs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the state and district wide assessment section of the IEP for out-of-district students who are in a grade level designated for testing is consistently completed. The Team Chair completes a district-developed IEP monitoring form to insure that all sections of the IEP are addressed. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the district consistently completes and annually updates Transition Planning forms for students age 14 or older. |

| **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 staff interviews indicated that 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. |

| **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 all required IEP Team members are in attendance for IEP meetings, specifically special education teachers, a representative of the school district who has the authority to commit resources of the district (and who may act as the Chairperson for all meetings, including annual reviews) and parents. Also, student records demonstrated 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 # 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 staff interviews indicated that the district consistently holds Team meetings within the required 45 school working day timeline after receipt of the parent's written consent for evaluation. Once the eligibility meeting is held, the district provides the parent with either a proposed IEP and (except in cases covered by 603 CMR 28.06(2) (e)) proposed placement or a written explanation of the finding of no eligibility within ten days of the meeting. |

| **SE Criterion # 12 - Frequency of re-evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district conducts a re-evaluation every three years unless the parent and district agree that it is unnecessary. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that annual Team meetings are consistently held on or before the anniversary date of the IEP. |

| **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 IEP now specifically addresses 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 for students identified with a disability on the autism spectrum. This information is found in both the Present Levels of Educational Performance B (PLEP B) and Additional Information sections of the IEP. The IEP Team adds goals and services for those 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:** |
| 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 a proposed IEP, issues the IEP within ten days of the meeting date, and provides two (2) copies of the proposed IEP and proposed placement along with the Notice of Proposed School District Action (N1) form. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records showed that the district is consistently documenting its attempts to facilitate parent participation in IEP meetings through e-mail logs and rescheduling of IEP meetings at a mutually agreed upon time and place. |

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| An interview with a representative of the Special Education Parent Advisory Council (SEPAC) indicated that the SEPAC meets regularly with school officials and participates in the planning, development and evaluation of the school district's special education programs. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the records of students in out-of-district placements consistently include contracts and monitoring plans. Additionally, a review of documents also indicated that if a student is placed in an unapproved program, the district completes its documented search, facility evaluation, pricing and notification to the Department. |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that all special education instructional groupings at the high school now meet required student-to-teacher ratios. Room 125 during D period has 3 students with one teacher and an aide; Room 222 has 9 students with one teacher during F period with 3 aides; and period B for academic support has 6 students, with one teacher and two aides. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff interviews indicated that the instructional groupings at both the high school STARS class and the Intermediate School class no longer have age spans from the youngest to the oldest student that exceed 48 months. |

| **SE Criterion # 54 - Professional development** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of documents and staff interviews indicated that the district now provides training for all general and special education staff on state and federal special education requirements and related local special education policies and procedures.  However, the district still does not provide in-service training for all locally hired and contracted transportation providers before they begin transporting any special education student on his or her needs, appropriate methods of meeting those needs, and appropriate emergency measures, or how to document problems that may cause difficulties. | | | |
| **Department Order of Corrective Action:** | | | |
| Please conduct a root cause analysis to determine why in-service training is not being provided to transportation providers before they begin providing transportation services to students with disabilities. Upon identification of the cause(s), indicate the corrective action(s) to address the issue.  Develop an internal tracking system with oversight and ongoing periodic reviews by the Director of Special Education or his/her designee to ensure that in-service training is being conducted to all transportation providers before they begin transporting any special education student on his/her needs, appropriate methods of meeting those needs, appropriate emergency measures, or how to document problems that may cause difficulties.  Conduct identified in-service training for locally hired and contracted transportation providers of any special education students receiving special transportation. | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the district's root cause analysis, including the corrective actions taken by **April 1, 2015**.  Submit a description of the district's internal oversight and tracking system with planned periodic reviews, along with the name/role of the designated person by **April 1, 2015**.  Submit the results of a review of in-service training for all locally hired and contracted transportation providers before they begin transporting any special education student from the district's internal oversight and tracking system along with evidence of needed in-service training. Include a training agenda attendance sheet, name/role of training presenter and training date(s). Please submit this to ESE by **June 1, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 04/01/2015 | 06/01/2015 |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations at the Intermediate School confirmed that Room 202 is no longer shared between speech/language and small group instruction for special education. The speech pathologist has been relocated to Room 204, a space dedicated solely to speech services. Additionally, all signage identifying special education services including the STARS program, Room 229 Intensive and Speech have been removed. |

| **SE Criterion # 56 - Special education programs and services are evaluated** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and staff member interviews indicated that the district has implemented an evaluation of the district's K-12 special education programs by surveying the staff on co-teaching practices and collecting data on students' academic, social and behavioral progress. The district regularly discusses and analyzes the data collected. |