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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Medfield Public Schools**  **MCR Onsite Dates:** **03/02/2015**  **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:** |
| Student record review and interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address 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.  Record review demonstrated that IEP Teams use a checklist to guide the IEP development of these required areas for ASD students. Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. The checklist is maintained in the student record. |

| **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 district documents, student records, and interviews with staff members indicated that the district now has a process in place to consistently inform both the student and parent/guardian of the rights that will transfer from the parent/guardian to the student upon reaching the age of 18. Also, the district obtains consent from the student at the age of majority to continue his/her special education program when he/she has sole or shared decision-making rights. |

| **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 one copy of the proposed IEP within two weeks of the meeting date rather than the required two (2) copies of the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) form. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a set of procedures and conduct training to inform appropriate staff on the requirement to provide parents with two (2) copies of the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) form immediately following the development of the IEP.  Develop an internal oversight and tracking system to ensure that the district is providing the parents with two (2) copies of the proposed IEP and proposed placement along with the required (N1) form 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 a sample of student records across all grade levels to ensure immediate provision of two (2) copies of the IEP, placement page and (N1) form. This sample must be drawn from records where IEP development 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 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).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit a description of the newly developed procedures. Include the district’s internal oversight and tracking system with periodic reviews, name/role of person responsible for oversight along with evidence of appropriate staff training of provision of two (2) complete copies of the IEP. Provide signed attendance sheets with name(s)/role(s) and the date of the system’s implementation to ESE by **May 15, 2015.**  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 **November 16, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 05/15/2015 | 11/16/2015 |  |  |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations revealed that at the Dale Elementary School and Memorial Elementary School special education instructional spaces are now at least equal in all physical respects to the average standards of general education facilities and classrooms. Specifically, at the Dale Elementary School, speech/language services occur in a room with access that no longer requires walking through another classroom. At the Memorial Elementary School, students receive special education services within a classroom solely dedicated to special education instruction, with no simultaneous services being conducted. |