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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Petersham Public Schools****MCR Onsite Date:** **03/13/2015****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews confirm that when a student is suspected of having a specific learning disability, the IEP Team creates a written determination as to whether or not he or she has a specific learning disability, which is signed by all members of the Team, or if there is a disagreement as to the determination, one or more Team members document their disagreement. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Documents, student record review and interviews indicate that when a student has a disability on the autism spectrum, the Team considers but does not specifically address and document in the IEP, Team meeting summary notes, Parent Notification Letter (N1), or behavior plans the following: 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.For the individual students whose records were identified as noncompliant at the time of review, the Department has provided a Student Record Issues Worksheet. |
| **Department Order of Corrective Action:** |
| For information on the requirements for students on the autism spectrum, please refer to the Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder [www.doe.mass.edu/sped/advisories/07\_1ta.html](http://www.doe.mass.edu/sped/advisories/07_1ta.html) The district must develop a procedure outlining the IEP Team process to address and document the seven specific needs of students with disabilities on the autism spectrum. The district must provide training to Team Chairpersons on these procedures.The district must reconvene IEP Teams for the two students whose records the Department reviewed and found did not address all seven specific needs. The Teams must discuss the needs of the students consistent with this requirement and provide the following: meeting invitation (N3), Team attendance sheet (N3A), a copy of the revised IEP or any amendment to the IEP and a copy of the Notice of Proposed District Action (N1).The district must develop an internal oversight and tracking system to ensure the IEP Team will continue to implement the newly developed procedures. The tracking system should identify a person(s) responsible and include periodic reviews to ensure continued compliance.The district must conduct a review of records of students with disabilities on the autism spectrum after all corrective actions have been implemented to ensure that all IEPs for these students now meet the requirements. \*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 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:** |
| Provide a copy of the district’s new procedures and evidence of staff training to include the agenda, dated attendance sheet with staff signature and role, materials presented by **May 26, 2015.**Submit evidence to show that the issues identified for the two students the Department identified on the Student Record Issues Worksheet have been resolved by **May 26, 2015.** Provide a description of the district's internal oversight and tracking system to include name/role of the person(s) responsible, by **May 26, 2015.**Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **November 16, 2015.** |
| **Progress Report Due Date(s):** |
| 05/26/2015 | 11/16/2015 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and interviews confirm that when members of the Team are not present at IEP Team meetings, the district documents if the parent and the district agree to the following: the use of alternative means of participation; 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; the excusal of a required Team member's participation with the excused member providing written input into the development of the IEP to the parent and the IEP Team prior to the meeting. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Student record review and interviews indicate that the district provides the parent a summary at the conclusion of the Team meeting that includes a service delivery grid and key decisions made at the Team meeting however, the summary does not consistently include a statement of the major goals areas. The district does provide the parent with two (2) copies of the proposed IEP and proposed placement, along with the required notice (Notice of Proposed District Action), within 10 working days of the Team meeting as required. |
| **Department Order of Corrective Action:** |
| The district must provide training to Team chairpersons on all required elements of summaries to ensure the information is complete.Please see ***Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement*** on the ESE website.The district must develop an internal oversight and tracking system to ensure all summaries are complete. The tracking system should identify a person(s) responsible and include periodic reviews to ensure continued compliance.The district must conduct a review of records for students whose IEP Team meetings were held after all corrective actions were implemented for evidence of completed summaries.\*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 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 staff training to include the agenda, dated attendance sheet with staff signature and role, and materials presented by **May 26, 2015.**Provide a description of the district's internal oversight and tracking system to include the name/role of the person(s) responsible and periodic reviews by **May 26, 2015.**Submit the results of the review of student records. Report the number of records reviewed, the number of records in compliance and for any records not in compliance, determine the root cause of that non-compliance and provide a detailed description of the district's plan to remedy remaining non-compliance by **November 16, 2015**. |
| **Progress Report Due Date(s):** |
| 05/26/2015 | 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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Documents and interviews indicate that the district has not established its own Parent Advisory Council (PAC), but participates as a member of a consolidated PAC with Orange and Ralph Mahar Regional School districts. Currently, there is not a representative from Petersham participating in the consolidated PAC. The district has not applied to the Department for a waiver to implement their PAC in this manner since the 2011-2012 CPR. The district has provided workshops annually within the district on the rights of students and their parents and guardians under the state and federal special education laws.  |
| **Department Order of Corrective Action:** |
| The district must apply for a Request for a Waiver for Alternative Compliance from the Department to participate in a regional PAC for the 2015-2016 school year.  Please see the Administrative Advisory SPED 2015-1: Special Education Parent Advisory councils, Acceptable Alternatives, and Use of Social Media: [www.doe.mass.edu/sped/advisories/2015-1.html](http://www.doe.mass.edu/sped/advisories/2015-1.html)  |
| **Required Elements of Progress Reports:** |
| Submit documentation of the district’s efforts of outreach to parents/guardians of students with disabilities in the district to participate as representatives to the regional PAC and provide a statement of the district’s intent to submit a Request for a Waiver for Alternative Compliance for the 2015-2016 school year by **May 26, 2015.** |
| **Progress Report Due Date(s):** |
| 05/26/2015 |  |  |  |