|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Clinton Public Schools**  **MCR Onsite Dates:** **02/29/2016 - 03/01/2016**  **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews demonstrate that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consistently consider and specifically address the following: 1) the verbal and nonverbal communication needs of the student; 2) the need to develop social interaction skills and proficiencies; 3) the needs resulting from the student'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 student's disability that impact progress in the general curriculum, including social and emotional development.  IEP Team chairpersons use a form that lists the seven considerations to guide the discussion during IEP development. Teams document their consideration of each area in the IEP goals and accommodations based upon identified areas of student need. |

| **SE Criterion # 4 - Reports of assessment results** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that psychological evaluation summaries state the procedures employed, the results, and the diagnostic impressions, defining in detail and in educationally relevant and common terms, the student’s needs, offering explicit means of meeting those needs. |

| **SE Criterion # 6 - Determination of transition services** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that the IEP Team discusses the student’s transition needs annually, beginning no later than when the student is 14 years old, and documents its discussion on the Transition Planning Form (TPF). |

| **SE Criterion # 8 - IEP Team composition and attendance** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that when a required Team member cannot attend an IEP Team meeting, the district and the parent consistently document in writing their agreement to excuse the Team member’s participation. Team members who have been excused from attending a meeting provide 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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students identified with a disability on the autism spectrum, for students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that immediately following the development of the IEP, the district provides the parent with meeting summary notes that include accommodations, goals, service delivery grid, and additional information. Parents are then provided with two (2) copies of the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) within two calendar weeks of the Team meeting. |

| **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** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student record review indicates that at the elementary and middle school levels, the district's Notice of Proposed School District Action (N1) does not consistently summarize the district's proposed action; the reason for the district's action; and the evaluation procedures, test, record or report used as the basis for the proposed action. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training for elementary and middle school Team chairpersons on the appropriate completion of the Notice of Proposed School District Action (N1), including summarizing the district's proposed action; the reason for the district's action; and the evaluation procedures, test, record or report used as the basis for the proposed action. Please refer to the Department’s example of an appropriately developed N1 form at:  <http://www.doe.mass.edu/sped/advisories/01_4sample.pdf>  Develop an internal oversight and tracking system to ensure the proper completion of N1 forms. The oversight and tracking system should include 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 the elementary and middle school levels, for N1s completed subsequent to the implementation of all corrective actions, for the proper completion of the form.  **\*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 evidence of training, including the agenda, training materials, and signed attendance sheets with name(s)/role(s) by **September 12, 2016**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name and role of the designated person by **September 12, 2016**.  Submit the results of an administrative review of student records. Indicate 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 address any identified noncompliance by **December 12, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/12/2016 | 12/12/2016 |  |  |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted its special education student roster as requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews demonstrate that families with low incidence primary languages of the home are provided with translations, oral presentation of special education documents, and interpreters at Team meetings at the middle school, as indicated. The district has developed in-house capacity to translate Spanish and Portuguese, the dominant second languages of the district, and contracts with outside agencies for interpretation and translation services for low incidence languages. |

| **SE Criterion # 46 - Procedures for suspension of students with disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that functional behavioral assessments are completed and behavioral intervention plans are developed when a student's behavior is determined to be a function of the student's disability as part of a manifestation determination. |

| **SE Criterion # 54 - Professional development** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Document review and administrative staff interviews indicate that the district provides in-service training on special education student needs and appropriate methods of meeting those needs for all locally hired and contracted transportation providers before they begin transporting special education students. The district provides its transportation providers with written information identifying student needs, possible problems, and information on appropriate emergency measures. On August 27, 2015, the district conducted an in-service training for all three contracted transportation providers. |