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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Dracut Public Schools**  **MCR Onsite Date:** **March 3, 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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews demonstrate that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams consider and specifically address the following areas: 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.  Record review demonstrates that IEP Teams utilize a checklist to guide the IEP development, adding goals and services to the IEP based upon the identified areas of student need. This checklist is maintained within the student record. Additionally, the special education administrator sends an annual memo as a reminder about this process to Team chairpersons. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records indicates that the district's assessment summaries consistently define the student's needs in detail and in educationally relevant and common terms and offer explicit means of meeting those needs. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, documents, and staff interviews indicate that the district’s policy on transition planning has been updated to reflect annual review by IEP Teams beginning when the student is 14 years of age, as required, rather than at age 15. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that one year prior to the student reaching the age of 18, the district informs students and their parents/guardians of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. However, the district does not consistently obtain consent from students with sole or shared decision-making rights to continue their special education program upon reaching the age of majority. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for obtaining consent for special education services from students upon reaching age 18 who have sole or shared decision-making rights and conduct training for Team Chairpersons and appropriate staff on these procedures. Please review the Department's guidance on *Age of Majority* at <http://www.doe.mass.edu/sped/advisories/11_1.html>.  Develop an internal oversight and tracking system to ensure that upon reaching age 18 students with sole or shared decision-making rights have signed their current IEPs. The tracking system should include periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance.  Obtain consent from individual students identified by the Department to continue his/her special education program.  Conduct an internal review of records for high school students who have turned 18 for evidence that the district has obtained the student's consent when s/he has sole or shared educational decision-making rights. This sample must consist of records with students who turned 18 after the implementation of all corrective actions.  **\*Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade level for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence of staff training, including an agenda, training materials, and signed attendance sheets, indicating name(s) and role(s) of staff by **September 16, 2016.**    Submit a description of the internal oversight and tracking system, including the date of the system's implementation and the staff responsible for oversight by **September 16, 2016**.    For those students identified by the Department, submit the IEP signature and placement pages by **September 16, 2016**.  Submit the results of the high school student record review. Indicate the number of records reviewed; the number of records in compliance; for any records found not in compliance, determine the root cause(s) of the noncompliance; and the specific action(s) taken by the district to remedy the non-compliance. This progress report is due by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/16/2016 | 12/16/2016 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that general education teachers consistently attend IEP Team meetings when the student is involved in a general education program. When a required Team member does not attend an IEP Team meeting, there is documented evidence that the district and the parent agree, in writing, to excuse the 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 # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the district consistently convenes a Team meeting within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation to determine whether the student is eligible for special education and either proposes an IEP and placement or provides a written explanation of the finding of no eligibility. |

| **SE Criterion # 11 - School district response to parental request for independent educational evaluation** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the district's letter in response to parent requests for an independent educational evaluation (IEE) now includes the following information: 1) a reference to the 16-month time limit from the date of the evaluation with which the parent disagrees to request an IEE; 2) a reference to the five school day timeline for the district to proceed to the Bureau of Special Education Appeals (BSEA) if the district contests the IEE request; and 3) a reference to the ten school day timeline for the district to convene a Team meeting upon receipt of the report. |

| **SE Criterion # 18A - IEP development and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that IEP Teams do not always consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students on the autism spectrum and for students whose disability affects social skills development or makes him or her vulnerable to bullying, harassment, or teasing. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that IEP Teams 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, when a student's disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. Conduct training for IEP Team chairpersons and appropriate staff on these procedures. Please review the Department’s guidance at <http://www.doe.mass.edu/sped/advisories/11_2ta.html> and <http://www.doe.mass.edu/bullying/considerations-bully.html>.    Develop an internal oversight and tracking system for ensuring that IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. The tracking system should include periodic reviews by the Director of Special Education or her/his designee to ensure ongoing compliance.  For those students whose records were identified by the Department, reconvene the IEP Teams for consideration and development of bullying, harassment and teasing proficiencies, skills and supports.  Subsequent to implementation of all corrective actions, conduct an internal review of records across grade levels and schools for those students identified with a disability on the autism spectrum, a disability that affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing, to ensure that the IEP Teams consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  **\*Please note when conducting internal monitoring that the district must maintain the following documentation and make it available to the Department upon request: a) List of the student names and grade level for the records reviewed; b) Date of the review;**  **c) Name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the procedures and evidence training, including an agenda, training materials, and signed attendance sheets, indicating name(s) and role(s) of staff by **September 16, 2016.**  Submit a description of the internal oversight and tracking system, including the date of the system's implementation and the staff responsible for oversight by **September 16, 2016**.    For those students identified by the Department, submit a copy of the IEP and the Team Meeting Attendance Sheet (N3A) indicating that the IEP Teams have reconvened. Submit this information by **September 16, 2016**.  Submit the results of the student record review. Indicate the number of records reviewed; the number of records in compliance; for any records found not in compliance, determine the root cause(s) of the noncompliance; and the specific action(s) taken by the district to remedy the non-compliance. Submit this information by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/16/2016 | 12/16/2016 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the IEP Team specifically states in the Non-participation Justification statement why a student's removal from the general education classroom is considered critical to the student's program and provides the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |

| **SE Criterion # 25 - Parental consent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that once written parental consent is obtained for initial and re-evaluations, the district completes assessments in all areas, including home assessments. |

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

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the district translates documents for parents when the family's primary language is not English and as requested in the Home Language Survey. Student records contained evidence that written communications, such as IEPs, progress reports, and the Notice of Proposed School District Action (N1), are translated for parents. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and staff interviews indicate that the age span of the youngest and oldest student within the class for students with autism at Campbell Elementary School no longer exceeds 48 months. Although one of the substantially separate classes at Dracut High School does have an age span that exceeds 48 months, the district has an appropriate waiver filed and approved by the Department. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and staff interviews demonstrate that instructional spaces at the Brookside School no longer have stigmatizing signage for rooms where students with disabilities receive services, such as “Speech-Remedial” on a classroom door. Additionally, occupational and physical therapies have moved to their own dedicated classroom separate from the Learning Centers on the first floor and lower level, mitigating auditory and visual distractions for students. |