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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Millbury Public Schools**  **MCR Onsite Date:** **03/09/2016**  **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 staff interviews indicate that when a student suspected of having a specific learning disability is evaluated, the IEP Team consistently creates a written eligibility determination as to whether or not the student 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. The Team completes the forms used to determine eligibility for a specific learning disability: 1) Historical Review and Educational Assessment (SLD 1); 2) Area of Concern and Evaluation Method (SLD 2); 3) Exclusionary Factors (SLD 3); and 4) Observation (SLD 4). These eligibility forms are maintained within the student record. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **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 district form with a list of the seven considerations to guide the discussion during 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. |

| **SE Criterion # 4 - Reports of assessment results** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that assessment summaries consistently 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 # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that a representative of the district with the authority to commit district resources attends all IEP Team meetings, and if the student is involved or may be involved in a regular education program, a regular education teacher is also in attendance at the Team meeting. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that within 45 school working days after receipt of a parent's written consent to an initial evaluation or re-evaluation, the school district determines whether the student is eligible for special education and provides to the parent either a proposed IEP and proposed placement or, if the Team determines that the student is not eligible for special education, a written explanation of the finding of no eligibility. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that the district convenes annual review IEP Team meetings on or before the anniversary date of the IEP in order to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews demonstrate that whenever an evaluation indicates that a student's disability affects social skills development or when the student's disability makes him or her vulnerable to bullying, harassment or teasing, the IEP Team consistently considers and specifically addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  The Team documents its discussion under Additional Information, as well as in the student’s goals and services, as deemed appropriate. |

| **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 staff interviews indicate that when the district issues an IEP, parents are provided with two (2) copies of the proposed IEP and proposed placement along with the required Notice of Proposed School District Action (N1) documenting the provision of two copies. However, the district does not consistently provide parents of eligible students with the proposed IEP and placement immediately following the development of these documents. While parents leave Team meetings with a summary of the meeting that includes the service delivery grid, goals, accommodations, and additional information, the district does not consistently provide the proposed IEP and placement to the parents within two calendar weeks of the meeting. In some cases, the time between the IEP Team meeting and the provision of the proposed IEP and placement exceeds 28 calendar days. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for ensuring the immediate provision of the IEP and placement to parents following development at the Team meeting. Conduct training for Team chairpersons on these procedures. Please refer to the *Memorandum on the Implementation of 603 CMR 28.05(7): Parent response to proposed IEP and proposed placement* at <http://www.doe.mass.edu/news/news.aspx?id=3182> prior to training.  Develop an internal oversight and tracking system to ensure the immediate provision of the proposed IEP and placement. 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 in which IEPs were developed subsequent to implementation of corrective actions, to ensure parents are provided with the proposed IEP and placement immediately following development.  **\*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 copy of the procedures and evidence of training, including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **September 30, 2016**.  Submit a description of the district’s internal oversight and tracking system with periodic reviews, along with the name/role of the person responsible by **September 30, 2016.**    Submit the results of an administrative review of student records. Indicate the number of records reviewed at each level, the number found to be compliant, an explanation of the root cause for any continued non-compliance, and a description of additional corrective actions taken by the district to address any identified non-compliance by **January 30, 2017.** | | | |
| **Progress Report Due Date(s):** | | | |
| 09/30/2016 | 01/30/2017 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that when a student is removed from the general education classroom, IEP Teams state in the Non-participation Justification statement why the removal is considered critical to the student's program and 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, with consideration given to any potential harmful effect on the student or on the quality of services that he or she needs. |

| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review indicates that the district summarizes the following on its Notice of Proposed School District Action (N1) for an evaluation to determine eligibility for special education and for an IEP proposal:  1) What action is the school district proposing to take?  2) Why is the school district proposing to act?  3) What rejected options were considered and why was each option rejected?  4) What evaluation procedure, test, record or report was used as a basis for  the proposed action?  5) What other factors were relevant to the school district’s decision?  6) What next steps, if any, are recommended? |

| **SE Criterion # 25A - Sending of copy of notice to Special Education Appeals** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that within five calendar days of receiving notice that a parent is requesting a hearing or has rejected an IEP, proposed placement, or finding of no eligibility for special education, the school district sends a copy of the notice to the Bureau of Special Education Appeals. |

| **SE Criterion # 25B - Resolution of disputes** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that within 15 days of receiving notice that a parent has made an official hearing request to the Bureau of Special Education Appeals, the district convenes a meeting with the parent(s) and the relevant member(s) of the IEP Team, including a representative of the district with decision-making authority, to try to resolve the dispute. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that progress reports are translated for parents whose primary language is not English and who have indicated the need for translations. |

| **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** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Student record review and staff interviews indicate that prior to a suspension that constitutes a change in placement, the district, the parent and other relevant members of the Team conduct a manifestation determination. If it is determined that the behavior is not a manifestation of the disability, the district may suspend or expel the student. The district provides services to enable the student to continue to participate in the general education curriculum and to progress towards IEP goals, including tutoring, online learning options, and related services. In addition, the district provides parents with the Notice of Procedural Safeguards at the time of the student's suspension, as required. |