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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Sharon Public Schools****MCR Onsite Dates:** **02/29/2016 - 3/01/2016****Program Area: Special Education** |
|   |  | Mitchell D. Chester, Ed.D.Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a middle school student suspected of having a specific learning disability (SLD) is evaluated, the district does not consistently complete all four components used to determine a specific learning disability: Historic Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4). Record review also demonstrated that IEP Teams do not consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team.  |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that IEP Teams complete all four components used to determine a specific learning disability and create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. If there is disagreement as to the determination, one or more Team members document their disagreement. Please see <http://www.doe.mass.edu/sped/iep/sld/default.html> for guidance on implementing these requirements. Provide training to middle school IEP Team chairpersons on these procedures.Develop an internal oversight and tracking system for ensuring that all required components of the specific learning disability eligibility process are completed and the written determination is signed by the Team members. 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 middle school student records, in which a student suspected of having a specific learning disability was evaluated subsequent to implementation of all corrective actions, to ensure that all required components for determination of a specific learning disability are completed.**\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |

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| **Required Elements of Progress Reports:** |
| Submit a copy of the procedures and evidence of Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **September 22, 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 22, 2016.**Submit the results of the internal review of student records and include the following: 1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 27, 2017.** |
| **Progress Report Due Date(s):** |
| 09/22/2016 | 01/27/2017 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that whenever an evaluation indicates that a student has a disability on the autism spectrum, the IEP Team is considering and specifically addressing 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 the autism spectrum disorder; and7) Other needs resulting from the student's disability that impact progress in the  general curriculum, including social and emotional development.The district utilizes a checklist for ensuring that all required areas are addressed; this information is included within each student's IEP goals and objectives. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that students 14 years of age and older are consistently invited and encouraged to attend part or all of the Team meetings when transition needs are discussed. Record review demonstrated that IEP Teams annually review the Transition Planning Form and update information on the form and in the IEP, as needed. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that within 45 school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation, IEP Teams are consistently convened to determine whether the student is eligible for special education and the parent is provided with either a proposed IEP and proposed placement or a written explanation of the finding of no eligibility. |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEPs for students in the elementary and middle school levels do not always state why the removal from the general education classroom is considered critical to a student's program and the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. |
| **Department Order of Corrective Action:** |
| Conduct training for elementary and middle school IEP Team chairpersons on writing appropriate Non-participation Justification statements that consistently indicate why the removal from the general education classroom is considered critical to a student's program, along with the basis for the Team’s conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily.Develop an internal oversight and tracking system to ensure that IEP Teams write complete Non-participation Justification statements at the elementary and middle school levels. 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 elementary and middle school student records, in which IEP development occurred subsequent to implementation of all corrective actions, to ensure that IEP Teams appropriately justify the removal of students from general education classrooms. **\*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 the student names and grade levels for the records reviewed; b) Date of the review; c) Name of person(s) who conducted the review, their role(s), and signature(s).** |

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| **Required Elements of Progress Reports:** |
| Submit evidence of the elementary and middle school Team chairperson training, including the agenda, signed attendance sheet and training materials. Submit this information by **September 22, 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 22, 2016.**Submit the results of the internal review of student records and include the following: 1. The number of records reviewed;2. The number of records in compliance;3. For any records not in compliance, determine the root cause; and 4. The specific corrective actions taken to remedy the non-compliance.Please submit the above information by **January 27, 2017.** |
| **Progress Report Due Date(s):** |
| 09/22/2016 | 01/27/2017 |  |  |

| **SE Criterion # 21 - School day and school year requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of high school student records and interviews indicated that extended school year services and programming are identified when the student has demonstrated or is likely to demonstrate substantial regression in learning skills or substantial difficulty in relearning skills if an extended program is not provided. The district offers a variety of extended school year programs to meet students' individual needs, including tutoring and drop-in related services. Record review also demonstrated that IEP Teams consistently address this question on students’ IEPs. |

| **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:** |
| A review of student records indicated that the Notice of Proposed School District Action (N1) consistently addresses all of the federally required elements on page 2 of the form, including a description of the evaluation procedures, tests, records, or reports used in the IEP Team's determination, any rejected options that were considered, and the next steps that are recommended. |

| **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:** |
| A review of student records and interviews indicated that the district consistently translates IEPs and special education progress reports into the primary language of the home when the primary language is other than English. |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and interviews indicated that the ages of the youngest and oldest students in the substantially separate Developmental Learning Program (DLP) class at the Cottage School do not differ by more than 48 months. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documents and observations of the high school’s resource rooms indicated that these instructional spaces are comparable to other classrooms in the high school, as these classrooms are now appropriate for the number of students served. |