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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT** **District:** **Mendon-Upton Regional School District****MCR Onsite Dates:** **November 16-17, 2015****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:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documents, student records and interviews indicated that when a student has a disability on the autism spectrum, IEP Teams do not consistently consider and specifically address all of 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. No consideration of the seven areas was documented within the IEP or the Notice of Proposed School District Action (N1) form. |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that whenever an evaluation indicates that a student has a disability on the autism spectrum, IEP Teams always consider and specifically address the seven areas related to autism spectrum disorder (ASD). Provide training to Team chairpersons on these procedures. For information on the requirements for students on the autism spectrum, please refer to the *Technical Assistance Advisory SPED 2007-1: Autism Spectrum Disorder* at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>.Develop an internal oversight and tracking system to ensure that IEP Teams always consider and specifically address the special requirements for students identified with a disability on the autism spectrum. The tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance. For those students whose records were identified by the Department, reconvene the IEP Teams to consider and address the special requirements for students on the autism spectrum and update the IEP, as appropriate.Conduct an internal review of records across grade levels and schools of those students who were identified with ASD subsequent to implementation of all corrective actions to ensure that the seven areas of need are being considered and specifically addressed by the IEP Teams.**\*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 a copy of the ASD procedures along with evidence of training for Team chairpersons, including name(s) of presenter, agenda, signed attendance sheet(s) with staff name(s), role(s) and signature(s) by **May 6, 2016**.  Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **May 6, 2016**.For those student records 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 **June 15, 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. Please submit this information by **October 28, 2016**.  |
| **Progress Report Due Date(s):** |
| 05/06/2016 | 06/15/2016 | 10/28/2016 |  |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that the IEP Team completes the entire Transition Planning Form (TPF) for students ages 14 and over, including the transition action plan, which outlines how the student will acquire skills needed for post-secondary transition. The TPF vision statement is reflective of the student's preferences and interests. |

| **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 indicated that upon reaching the age of majority at age 18, the district obtains the student’s consent for the continuation of IEP services. However, the district does not consistently inform students and their parents/guardians, one year prior to the student reaching age 18, of the rights that will transfer from the parent/guardian to the student upon the student's 18th birthday.  |
| **Department Order of Corrective Action:** |
| Develop procedures for ensuring that students and parents/guardians are informed of the transfer of decision-making rights at least one year prior to the student reaching the age of majority. Provide training to Team Chairpersons on these procedures. For information on the transfer of parental rights at the age of majority, please refer to the *Administrative Assistance Advisory SPED 2011-1: Age of Majority at* <http://www.doe.mass.edu/sped/advisories/11_1.html>.Develop an internal oversight and tracking system to ensure that students and parents/guardians are informed of the transfer of rights one year prior to the student turning 18 years of age. The tracking system should include periodic reviews by the Director of Special Education to ensure ongoing compliance.  Conduct an internal review of a sample of student records for high school students ensuring that at least one year prior to the student reaching age 18, the district is informing both the parent/guardian and the student of the transfer of decision-making rights. This sample must be drawn from records of students who have reached age 17 after all corrective actions have been implemented. **\*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 a copy of the procedures along with evidence of training for Team chairpersons, including name(s) of presenter, agenda, signed attendance sheet(s) with staff name(s), role(s) and signature(s) by **May 6, 2016**. Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **May 6, 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. Please submit this information by **October 28, 2016.** |
| **Progress Report Due Date(s):** |
| 05/06/2016 | 10/28/2016 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that 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 a 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 # 10 - End of school year evaluations** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that the district ensures IEP Team meetings are scheduled within 14 days after the end of the school year when the district receives consent for evaluation between 30 and 45 days before the end of the academic year to allow for the provision of a proposed IEP and placement for students who may be found eligible or written notice if the student is found not eligible. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that for students whose disability affects social skills development, or when the student’s disability makes him or her vulnerable to bullying, harassment or teasing, or for students identified with a disability on the autism spectrum, the district consistently considers and addresses the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing.  |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that the district does not provide the parent with two (2) copies of the proposed IEP and proposed placement following development at the Team meeting, but rather only one copy upon issuance of the IEP to the parent along with two (2) signature pages. |
| **Department Order of Corrective Action:** |
| Revise the procedures to ensure that the district provides the parent with two (2) copies of the proposed IEP and proposed placement following development at the Team meeting. Provide training to appropriate staff on these procedures.Develop an internal oversight and tracking system to ensure that parents are provided with two (2) copies of the proposed IEP and proposed placement. The 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 a sample of student records across grade levels and schools ensuring that parents are provided with two (2) copies of the proposed IEP and proposed placement. This sample must be drawn from records with IEP development that occurred after all corrective actions have been implemented.**\*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 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).** |
| **Required Elements of Progress Reports:** |
| Submit a copy of the procedures along with evidence of training, including name(s) of presenter, agenda, signed attendance sheet(s) with staff name(s), role(s) and signature(s) by **May 6, 2016**. Submit a description of the district's internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **May 6, 2016**.Submit a report of the results of an internal review of student records. Indicate the number of student records reviewed; the number of records in compliance; for any records not in compliance, determine the root cause(s) of the non-compliance; and the district's plan to remedy any identified non-compliance by **October 28, 2016**. |
| **Progress Report Due Date(s):** |
| 05/06/2016 | 10/28/2016 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records, staff interviews, and facility observations indicated that the district now has an inclusion model within the Henry P. Clough Elementary School and the Memorial Elementary School to prevent the removal of eligible students from the general education classroom solely because of needed modifications in the curriculum, rather than the pull-out model the district had as its only means of servicing students on 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:** |
| Review of student records and staff interviews indicated that the district's Notice of Proposed School District Action (N1) form consistently summarizes the district's proposed action; the reason for the district's action; rejected options; the evaluation procedures, test, record or report used as the basis for the proposed action; other factors relevant to the school district's decision; and recommended next steps. |

| **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 # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of documents and interviews confirmed that the district's Special Education Parent Advisory Council (SEPAC) has established by-laws regarding officers and operational procedures. |

| **SE Criterion # 37 - Procedures for approved and unapproved out-of-district placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that the district has procedures for approved and unapproved out-of-district placements and maintains contracts, monitoring plans, and site visit documents within the student records. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Review of documents and staff interviews indicated that general education teachers receive training on topics of analyzing and accommodating diverse learning styles and inclusionary practices to maximize student achievement. Paraprofessional staff, with the exception of ABA paraprofessionals, do not receive this training. Additionally, all paraprofessionals do not participate in the district’s required trainings, which include state and federal special education requirements and related local special education policies and procedures.  |
| **Department Order of Corrective Action:** |
| Provide training to all non-ABA paraprofessionals on analyzing and accommodating diverse learning styles and inclusionary practices to maximize student achievement. Additionally, provide training to all paraprofessional staff on state and federal special education requirements and related local special education policies and procedures. |
| **Required Elements of Progress Reports:** |
| Submit evidence of training that includes the training agenda, signed attendance sheets with name(s)/role(s) and the materials presented by **October 28, 2016**. |
| **Progress Report Due Date(s):** |
| 10/28/2016 |  |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observations and administrative interviews confirmed that the Henry P. Clough Elementary School, Memorial Elementary School, and the Miscoe Middle School no longer have stigmatizing signs for rooms where students with disabilities receive services, such as occupational therapy, physical therapy, special education resource support, speech and language therapy, and for the STARS program. |