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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Wachusett Regional School District**  **MCR Onsite Date:** **02/04/2016**  **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 indicate that for students identified with a disability on the autism spectrum, IEP Teams 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.  The district utilizes a checklist for ensuring that all required areas are addressed; this information is included within each student’s IEP goals, objectives and accommodations, as appropriate. |

| **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:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that at least one year prior to the student reaching age 18, the district informs students and their parents/guardians of the educational decision-making rights that will transfer from the parent/guardian to the student upon the student’s 18th birthday. Upon reaching the age of majority, the district obtains the student’s consent for the continuation of IEP services. |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that IEP Team meetings are held on or before the anniversary date of the IEP to consider the student’s progress and to review, revise, or develop a new IEP or refer the student for a re-evaluation, as appropriate. The district has implemented a monitoring and tracking system to ensure IEP anniversary dates are consistently met. |

| **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 indicate that at the Team meeting, parents are provided with a summary, which includes a completed IEP service delivery grid describing the types and amounts of special education and/or related services proposed by the district and specific goal areas. The proposed IEP and proposed placement, along with the required notice, are sent to parents within two calendar weeks. However, the district does not consistently provide the parent with two (2) copies of the proposed IEP and proposed placement, but rather only one copy of the proposed IEP and proposed placement is issued to the parent along with two signature pages. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff on the requirement for providing two (2) copies of the proposed IEP and proposed placement to parents following development at the Team meeting.  Develop an internal oversight and tracking system for ensuring that parents are provided with two (2) copies of the proposed IEP and proposed placement along with the required notice. The tracking system should include periodic reviews by the Administrator 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 to determine whether 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, 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, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **September 23, 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 23, 2016**.  Submit the results of an internal review of student records. Indicate the number of 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 specific action(s) taken by the district to remedy the non-compliance by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/23/2016 | 12/16/2016 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicate that the district does not delay implementation of the IEP due to lack of classroom space or personnel, providing as many of the services on the accepted IEP as possible and immediately informing parents in writing of any delayed services, reasons for delay, actions that the school district is taking to address the lack of space or personnel and offering alternative methods to meet the goals on the accepted IEP until the lack of space or personnel issues are resolved. Staff interviews indicate that at the high school, recommended counseling services are consistently provided. The district has implemented a centralized process and utilizes liaisons to ensure all service providers are informed of IEP accommodations and services for individual students. |

| **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:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicate that although the district’s Notice of Proposed School District Action (N1) includes the action proposed; an explanation of the reason why the district proposed or refused to take the action; the evaluation procedures, test, record or report used as the basis for the proposed action; and recommended next steps, the district’s N1 form does not consistently provide a description of any other options considered and the reasons why those options were rejected or other factors the district used as a basis for the proposed or refused action. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to Team chairpersons on the appropriate completion of the N1 form, specifically addressing the description of any other options considered, reasons why those options were rejected, and other factors the district used as a basis for the proposed or refused action. Please review 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 appropriate completion of the N1 form. The tracking system should include periodic reviews by the Administrator of Special Education to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, in which N1 forms were completed subsequent to implementation of all corrective actions, for proper completion of the form.  **\*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 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).** | | | |
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| Submit evidence of training, including the agenda, signed attendance sheet(s) with name(s), role(s) and signature(s), along with training materials by **September 23, 2016**.  Submit a description of the internal oversight and tracking system with periodic reviews, along with the name/role of the designated person by **September 23, 2016**.  Submit the results of an internal review of student records. Indicate the number of 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 specific action(s) taken by the district to remedy the non-compliance by **December 16, 2016**. | | | |
| **Progress Report Due Date(s):** | | | |
| 09/23/2016 | 12/16/2016 |  |  |

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