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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Triton Regional School District**  **MCR Onsite Date:** **11/08/2017**  **Program Area: Special Education** |
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| 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:** |
| A review of student records and staff interviews indicated that whenever an evaluation indicates that a student has a disability on the autism spectrum (ASD), IEP Teams consider and specifically address:  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 Teams use a checklist to document that all areas of need were considered and to note when needs were identified and addressed in IEP accommodations and goals. The checklist is maintained in the student record and consideration is noted in the Additional Information section of the IEP. |

| **SE Criterion # 6 - Determination of transition services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that transition planning is reviewed and updated annually as appropriate for all students, including graduating seniors, and the information is updated on the Transition Planning Form (TPF) and in the IEP.  The student's special education liaison meets with the student prior to the annual meeting to develop a transition plan which is reviewed by the Team at the meeting. Seniors and students who are aging out are provided with the most recent TPF and their summary of academic achievement and functional performance before separating from the district. |

| **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:** | | | |
| A review of student records and staff interviews indicated that at least one year prior to the student reaching the age of 18, the district informs the student and the parent/guardian of the educational decision-making rights that will transfer from the parent/guardian to the student upon the student's 18th birthday. The Team chairperson meets with sixteen-year-old students to explain their rights to them, and just before the student turns 17, the district special education office sends notification to the student and parents/guardian.  A review of student records and staff interviews, however, indicated that while the district documents a student's choice to share or delegate their rights, the district does not affirmatively obtain consent from the student with decision-making rights once he or she turns age 18 to continue with the student’s special education program. Interviews with special education staff indicated that the district waits until a new IEP is developed to seek consent for services from the adult student. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures for obtaining the consent of the student with sole or shared decision-making rights to continue the special education program upon turning 18. Please see <http://www.doe.mass.edu/sped/advisories/11_1.html> for guidance on implementing these requirements. Provide training to all responsible personnel on these procedures.  Develop an internal oversight and tracking system for ensuring that the district is following the requirements for student participation and consent at the age of majority. The tracking system should include oversight and periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of records of students who have turned 18, subsequent to implementation of all corrective actions, to ensure that the district has obtained the adult student's consent to continue the special education program when he or she has sole or shared educational decision-making rights.  **\*Please note that 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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 7, 2018,** submit the procedures and evidence of staff training, including name of presenter, agenda, sample training materials, and signed attendance sheet with staff name, role and signature.  **By March 7, 2018,** submit a description of the internal oversight and tracking system.  **By May 12, 2018,** 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/07/2018 | 05/12/2018 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that at middle and high school IEP Team meetings, the district consistently obtains written parental consent when attendance of a Team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that although progress reports are provided at least as often as parents are informed of the progress of non-disabled students, they do not consistently address the student's progress towards the specific IEP goals and benchmarks.  When a student's eligibility terminates because the student is about to graduate from secondary school or exceed the age of eligibility, the district provides the student with a summary of academic achievement and functional performance, and recommendations to assist the student in meeting postsecondary goals. The summary is provided to the student along with the most recent IEP, Transition Planning Form, progress reports, and evaluations. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for special education teachers, related service providers, and Team chairpersons on writing progress reports that address the student's progress towards each IEP goal and benchmark/objective.  Develop an internal oversight and tracking system for ensuring that progress reports are appropriately developed. The tracking system should include oversight and periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, subsequent to implementation of all corrective actions, to ensure that progress reports consistently address the student's progress towards each goal and benchmark/objective in the IEP.  **\*Please note that 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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 7, 2018,** submit evidence of special education staff training, including name of presenter, agenda, sample training materials, and signed attendance sheet with staff name, role and signature.  **By March 7, 2018,** submit a description of the internal oversight and tracking system.  **By May 12, 2018**, 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/07/2018 | 05/12/2018 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that while IEP Teams consistently meet to consider the student's progress and to review, revise, or develop a new IEP, as appropriate, Team meetings are not always convened annually, on or before the anniversary date of the IEP. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and staff interviews indicated that between annual IEP meetings, when the district and parent agree to make changes to a student’s IEP, the district discusses the changes with the parent before developing an amendment, incorporates the changes into the IEP, and provides the parent with the amendment and the revised IEP. Student records and staff interviews also demonstrated that the district discontinued the practice of proposing an amendment to extend the IEP to the end of the school year for seniors. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop procedures to ensure that IEP Teams consistently convene an annual meeting on or before the anniversary date of the IEP to consider the student's progress and to review, revise, or develop a new IEP. Provide training to Team chairpersons on these procedures.  Develop an internal oversight and tracking system for ensuring that IEP meetings are held at least annually and on or before the anniversary date of the IEP. The tracking system should include oversight and periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, subsequent to implementation of all corrective actions, to ensure that annual Team meetings are conducted on or before the anniversary date of the IEP.  **\*Please note that 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).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 7, 2018,** submit evidence of Team chairperson training, including name of presenter, agenda, sample training materials, and signed attendance sheet with staff name, role and signature.  **By March 7, 2018,** submit a description of the internal oversight and tracking system.  **By May 12, 2018**, submit the results of the internal reviews 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/07/2018 | 05/12/2018 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that for students identified with a disability on the autism spectrum, or when evaluations indicate that a student's disability affects social skills development or the student's disability makes him or her vulnerable to bullying, harassment, or teasing, IEP Teams address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing. IEP Teams use a two-part checklist, one for students on the autism spectrum and one for students with other disabilities that affect social skills development, to guide discussion of a student's possible vulnerability. Consideration is documented in the Additional Information section of the IEP and the checklist is maintained in the student record. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that before leaving the IEP meeting, the parent is provided with a meeting summary which includes major goal areas and a completed IEP service delivery grid associated with these goals. In addition, the district sends two (2) copies of the proposed IEP and placement within ten (10) school working days following the Team meeting. |

| **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:** | | | |
| A review of student records indicated that information included in the Notice of Proposed School District Action (N1) does not consistently contain sufficient detail of the district's proposed actions. Specifically, N1s do not consistently identify the evaluation tool(s), test, record, or report used as the basis of the decision. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training for Team chairpersons on the requirement for identifying the evaluation tool(s), test, record, or report used as the basis of the decision.  Develop an internal oversight and tracking system for ensuring that N1 forms specify the tool(s) of evaluation. The tracking system should include oversight and periodic reviews by an administrator to ensure ongoing compliance.  Develop a report of the results of an internal review of student records, subsequent to implementation of all corrective actions, to ensure that N1s identify the evaluation tool(s), test, record, or report used as the basis of the Team’s decision.  **\*Please note that 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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By March 7, 2018,** submit evidence of Team chairperson training, including name of presenter, agenda, sample training materials, and signed attendance sheet with staff name, role and signature.  **By March 7, 2018,** submit a description of the internal oversight and tracking system.  **By May 12, 2018**, 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. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/07/2018 | 05/12/2018 |  |  |

| **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 # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of facilities at Newbury Elementary School indicated that the substantially separate classroom for grades 3-6 students with autism continues to be located in the pre-school/kindergarten wing of the building. However, a review of individual student schedules indicated that each of the six students spends between 70 and 360 minutes daily, or 22% to 97% of the week, with same-grade peers in a general education classroom, demonstrating that the students are integrated into the life of the school. |