



MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

**COORDINATED PROGRAM REVIEW
MID-CYCLE REPORT**

District: Nashoba Regional School District

MCR Onsite Dates: 02/01/2017 - 02/02/2017

Program Area: Special Education



Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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SE Criterion # 3A - Special requirements for students on the autism spectrum

Rating:

Implemented

Basis for Findings:

A review of student records, documents, and an interview with the special education director indicated that whenever an evaluation indicates that a student has 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 the 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 guide the consideration of students' strengths and needs in each of the seven areas. Any area of need identified during IEP development is addressed with goals and accommodations.

SE Criterion # 13 - Progress Reports and content

Rating:

Implemented

Basis for Findings:

A review of student records and staff interviews indicated that progress reports are provided at least as often as parents are informed of the progress of non-disabled students and consistently address student progress towards IEP goals.

A review of student records and staff interviews also indicated that where a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the district provides the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her postsecondary goals.

SE Criterion # 14 - Review and revision of IEPs

Rating:

Implemented

Basis for Findings:

A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is held 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. Staff interviews indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. Student records and staff interviews confirmed that in between annual IEP meetings the district and parent may agree to make changes to a student's IEP, documented in writing, without convening a meeting of the Team. Upon request, the parent is provided with a revised copy of the IEP with the amendments incorporated.

SE Criterion # 18A - IEP development and content

Rating:

Implemented

Basis for Findings:

A review of student records and staff interviews indicated that upon determining that the student is eligible for special education, IEP Teams develop the IEP using the most current format provided by the Department of Elementary and Secondary Education. IEP Teams address all elements of the IEP including Assistive Technology, Communication, and Behavior in the Present Levels of Educational Performance - Other Educational Needs (PLEP B) when students are identified as having such needs. Staff interviews indicated that the IEP is not changed outside of the Team meeting.

A review of student records also indicated that IEP Teams specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment, or teasing for students whose disability affects social skills development, when the student's disability makes him or her vulnerable to bullying, harassment or teasing, and for students identified with a disability on the autism spectrum.

SE Criterion # 18B - Determination of placement; provision of IEP to parent

Rating:

Implemented

Basis for Findings:

A review of student records and staff interviews indicated that IEP Teams develop the IEP prior to determining the appropriate placement to deliver the student's identified services and accommodations. A review of student records and staff interviews indicated that IEP Teams consistently ensure that students are educated in the school she or he would attend if the student did not require special education, unless otherwise required by the IEP and that placements are based on the IEP, including the types of related services, types of settings, types of service providers and location where services are to be provided.

A review of student records and staff interviews also indicated that parents receive summary notes at the conclusion of the IEP Team meeting, which include a completed IEP service delivery grid describing the types and amounts of special education and related services proposed by the district and a statement of the major goal areas associated with these services. A review of student records confirmed that immediately following the development of the IEP, the district consistently provides two (2) copies of the proposed IEP and proposed placement to the parent.

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

Rating:

Implemented

Basis for Findings:

A review of student records and staff interviews indicated that the district consistently completes all elements of the Notice of Proposed School District Action (N1) form including any options rejected and why those options were rejected and other factors that were relevant to the school district's decision.

SE Criterion # 26 - Parent participation in meetings

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

Rating:

Implemented

Basis for Findings:

Staff interviews and observations indicated that at Nashoba Regional High School, speech and language services are provided in a room located within the media center with a covered window that minimizes visual distraction and stigmatization. At Florence Sawyer School, speech and language services are no longer provided in the preschool classroom. Instead, 3rd and 4th graders are served in a designated space among grade level peers, allowing for confidentiality and reducing stigmatization.