



# Massachusetts Department of Elementary and Secondary Education

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350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3700  
TTY: N.E.T. Relay 1-800-439-2370

April 7, 2008

Eugene Carlo  
Assabet Valley Regional Vocational Technical School  
215 Fitchburg St.  
Marlborough, MA 01752

Re: Mid-cycle Report

Dear Superintendent Carlo:

Enclosed is the Department of Elementary and Secondary Education's Mid-cycle Report. This report contains findings based on onsite monitoring by the Department, conducted to determine the effectiveness of corrective action it approved or ordered to address noncompliance identified in your district's last Coordinated Program Review Report, dated July 18, 2005. The Mid-cycle Report also contains findings based on onsite monitoring of special education compliance criteria that have been created or substantially changed in response to IDEA 2004.

While the Department of Elementary and Secondary Education found your district to have resolved all previously identified noncompliance issues, the Department's onsite team identified new issues of noncompliance, including but not limited to noncompliance with special education criteria added or substantially changed in response to IDEA 2004. The Office of Special Education Programs of the U.S. Department of Elementary and Secondary Education requires that all special education noncompliance be corrected as soon as possible, but in no case later than one year from the time of identification.

In the instance where noncompliance has been found, the corrective action must be corrected as soon as possible, but in no case later than a year from the date of this report. You will find this requirement for corrective action included in the enclosed report, along with requirements for progress reporting. Please provide the Department with your written assurance that the Department's requirements for corrective action will be implemented by your district within the timelines specified in the report. **You must submit your statement of assurance to me by April 28, 2008.**

Your staff's cooperation throughout this Mid-cycle Review is appreciated. Should you like clarification of any part of our report, please do not hesitate to contact me at 781-338-3781.

Sincerely,

Paul J. Aguiar, Mid-cycle Review Chairperson  
Program Quality Assurance Services

Darlene A. Lynch, Director  
Program Quality Assurance Services

c: Jeffrey Nellhaus, Acting Commissioner of Education  
Lynn G. Ryan, Chairperson School Committee  
Ellen Ronzio, District Program Review Follow-up Coordinator

Encl.: Mid-cycle Report

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
MID-CYCLE REVIEW REPORT**

**Assabet Valley Regional Vocational Technical School**

Date of Coordinated Program Review (CPR) Final Report: July 18, 2005

Date Coordinated Program Review Corrective Action Approved or Ordered: November 22, 2005

Dates of Corrective Action Plan Progress Reports: December 4, 2006 & July 6, 2007

Dates of this Mid-cycle Review Onsite Visit: February 8, 2008

Date of this Report: April 7, 2008

PLEASE NOTE THAT THIS REPORT IS IN SEVERAL SECTIONS.

**Special Education Criteria Cited in CPR Report and Monitored in Mid-cycle**

*Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>*

Criterion Number/ Topic	Approved Corrective Action Implemented and Effective ✓	Method(s) of Verification	Basis of Determination that Corrective Action was Implemented and has been Effective	Corrective Action <u>Not Implemented</u> <u>Not Effective, or New Issues Identified</u> ✓	Basis of Determination that Implementation of Corrective Action was Incomplete or Ineffective or Basis of Finding of New Noncompliance	Required Corrective Action, Timelines for Implementation and Progress Reporting
SE 4 – Assessment Reports	✓	Review of student records, and interviews	Evaluation reports consistently contain assessment procedures, results, and diagnostic impressions, as well as educationally relevant recommendations.			

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SE 18A – IEP Development and Content	✓	Review of student records, interviews, document review	Once an Assabet Valley RVT School student is determined eligible for special education, the Team, including the parent, develops an IEP at the Team meeting using the evaluation data to guide the development of the annual goals for the student.			
SE 19 Extended Evaluation	✓	Review of student records and staff interviews	Extended evaluations, with parental consent, are conducted when there is insufficient information to develop a full or partial IEP.			
SE 21 School Year and School Day Requirements	✓	Review of student records, staff interviews, document review	IEP Teams routinely consider the need for an educational program that is less than or more than the regular school day or school year, including extended day, or year, and/or residential services and they indicate on the IEP why the shorter or longer program is necessary.			
SE 34 – Continuum of Alternative Services and Placements	✓	Review of student records, staff interviews, document review	The district provides a continuum of alternative services and placements to ensure compliance with all elements of the IEP, including vocational education. The district has expanded its support services available to students in the vocational shop classes.			

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SE 36 IEP Implementation, Accountability and Financial Responsibility	✓	Review of student records, staff interviews, document review	The district provided a copy of its written procedure developed in order to notify all service providers and teachers of the receipt of an accepted or partially accepted IEP and to implement the services without delay.			
SE 45 – Suspension Up to 10 days and after 10 Days	✓	Review of student records, interviews, document review	The district has current IDEA 2004 procedures for the discipline of students with special needs in its student handbook.			
SE 51 Appropriate special education teacher certification/ licensure	✓	Review of student records, interviews, document review	The district provided copies of the certification/licensure for all its special education teachers, and all staff are fully licensed or on an approved waiver.			

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SE 53 – Use of para-professionals	✓	Review of student records, interviews, document review	The district provided evidence of the professional development training that it has offered to its paraprofessional staff. Interviews indicated that persons employed as paraprofessionals and assistants do not design instruction for students with disabilities but are expected to implement instruction under the supervision of an appropriately certified or licensed professional who is proximate and readily available to provide such supervision.			
SE 54 – Professional Development Regarding Special Education	✓	Review of student records, interviews, document review	The district is providing required training for staff.			

## Special Education Criteria Created or Revised in Response to IDEA-2004

Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>

Criterion Number and Topic	Criterion Implemented ✓	Method(s) of Verification	Basis of Determination that Criterion was Implemented	Criterion Partially Implemented or Not Implemented ✓	Basis of Determination that Criterion was Partially Implemented or Not Implemented	Required Corrective Action, Timelines for Implementation, and Progress Reporting
SE 3 Special requirements for determination of specific learning disability	✓	Review of student records, interviews, document review	The IEP Teams create a written determination as to whether or not the student has a specific learning disability, which is signed by all Team members.			
SE 6 ##1 - 3 Determination of Transition Services	✓	Review of student records, interviews, document review	The district appropriately and annually plans for transition activities for students with disabilities. The transition plans are well-written and provide detailed plans for post-secondary activities.			
SE 8 IEP Team composition and attendance	Partial	Review of student records, interviews, document review	The district almost always has all of the required members at Team meetings and uses a Team member excusal form when required members are not able to attend. The excused member does provide their input in writing.	Partial	Although the district has a Team member excusal form, when appropriate, the excusal form does not provide either the name or the role of the person who was excused. Instead the district provides parents with a blanket excusal for whoever is not in attendance.	<b>Submit, by June 15, 2008, a copy of the new excusal form, evidence of training for Team Chairs on the full use of the excusal form as well as samples of five excusal forms with parent signatures and specific staff excused noted as well as a copy of the written input the excused member provided. Submit a second progress</b>

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						report to the Department on October 15, 2008 with the results of internal monitoring for this requirement post-training to see if that corrective action was effective and identifying additional steps the district is taking if the problem persists.
SE 12 Frequency of re-evaluation	✓	Review of student records, interviews, document review	The district conducts re-evaluations consistent with the requirements.			
SE 13 Progress Reports and content	✓	Review of student records, interviews, document review	Progress reports are comprehensively detailed with information regarding the students' progress towards attaining IEP goals and objectives.			
SE 14 Review and revision of IEPs	✓	Review of student records, interviews, document review	The district adheres to the mandated timeline for the conducting of an annual review, on or before the implementation of the anniversary date of the IEP.			

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<b>SE 25B Resolution of disputes</b>	✓	Review of student records, interviews, document review	The district follows an appropriate protocol regarding resolution of disputes that is consistent with the regulations.			
<b>SE 33 Involvement in the General Curriculum</b>	✓	Review of student records, interviews, document review	District personnel understand the rights of students with disabilities to be full participants in the general curriculum. The district documents the student's participation in the general curriculum in the IEP.			
<b>SE 46 Procedures for suspension of students with disabilities more than 10 days</b>	✓	Review of student records, interviews, document review	The district has procedures in place that meet the requirements set forth in this criterion. The procedures are being followed in practice.			
<b>SE 52 Appropriate certifications/licenses or other credentials – related service</b>	✓	Review of student records, interviews, document review	At the time of the review, the district did not have any students or parents that required contracting with any interpreters for the deaf or hard of hearing. The district has made contact with the Massachusetts			

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providers (to be reviewed only with respect to providers of interpreting services)			Commission for the Deaf and Hard of Hearing to provide possible interpreters for any incoming students in the future.			

### Criteria from Other Regulated Programs Monitored During this Mid-cycle Review

Current CPR criteria available by scrolling down to the monitoring instruments at <http://www.doe.mass.edu/pqa/review/cpr/default.html>

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ELE 11 Equal Access to Academic Programs and Services	✓	Review of student records, interviews, document review	The district ensures that LEP students are taught to the same academic standards and curriculum as all students. The district provides access to the full range of academic opportunities and supports afforded non-LEP students. Most information in notices such as activities,			

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			responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand.			