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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Groton-Dunstable Public Schools**  **MCR Onsite Dates: February 24-25, 2014**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated that the required educational assessment by a representative of the school district of the history of the student's educational progress in the general curriculum is not consistently completed. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recent evaluations from each building in the district to determine why the history of the student's progress in the general education curriculum is not consistently completed. Upon identification of the cause(s), please indicate the corrective actions needed to address the issue(s) of the educational assessments not being completed.  Conduct an internal review of a sample of student records from each school for eligibility determinations held after all corrective actions have been implemented. Please review each record to ensure that educational assessments have been completed.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed corrective actions with timelines and the person(s) responsible. Please submit this progress report by **January 20, 2015.**  Submit a report of the results of an internal review of student records. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause(s) for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 1/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that the district does not complete the necessary process and eligibility forms to determine whether a student has a specific learning disability and if there is a disagreement as to the determination, Team member(s) do not document their disagreement. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recent evaluations for Specific Learning Disability from each building in the district to determine why the special requirements for SLD determination are not consistently completed. Upon identification of the cause(s), please indicate the corrective actions needed to address the issue(s).  See: Memorandum on Specific Learning Disability – Eligibility Process Forms at <http://www.doe.mass.edu/sped/iep/sld>.  Conduct an internal review of a sample of student records from each school in the district for SLD eligibility determinations made after all corrective actions have been implemented. Please review each record to ensure that the SLD determination requirements have been completed.  **\*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 the results of the root cause analysis, including proposed corrective actions with timelines and the person(s) responsible to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records. Indicate the number of records reviewed, the number found to be compliant, for any records not in compliance, an explanation of the root cause(s) for any continued noncompliance and the district's plan to remedy the non-compliance. Please submit this to the Department by  **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that the IEP Team does not consistently consider and specifically address special requirements for students on the autism spectrum. | | | |
| **Department Order of Corrective Action:** | | | |
| Develop a procedure with the correct protocols for students on the autism spectrum of the seven content components described in the Technical Assistance Advisory SPED 2007 @ http://www.doe.mass.edu/sped/advisories/07\_1ta.htlm/.  Train Team chairs on the procedures regarding special requirements for consideration at IEP meetings for students on the autism spectrum.  Report the results of an internal review of a sample of student records across all buildings from Team meetings that took place after the implementation of corrective actions for students on the autism spectrum.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit evidence of training to staff responsible regarding the content considerations at IEP Team meetings for students on the autism spectrum and include agenda, training date, signed attendance sheets indicating title/role of staff and the name and title of presenter by  **January 20, 2015**.  Submit a report of the results of an internal review of student records to report 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 the non-compliance. Please submit the information by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 4 - Reports of assessment results** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that assessments (with the exception of psychological assessments) do not always summarize in writing the procedures employed and the diagnostic impressions. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recent evaluations from each building in the district to determine why assessment summaries do not include the procedures employed and diagnostic impressions in reports of assessment results.  Conduct an internal review of a sample of student records from all buildings. The records selected should be for those students who were evaluated after all corrective actions have been implemented to ensure that each assessment summary includes procedures employed and diagnostic impressions.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis including the proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of student records. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 6 - Determination of transition services** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated that students ages 14 and older are not always invited to the Team meeting and their Transition Planning Forms are not updated annually. Additionally, referral to the Bureau of Transitional Planning (known as Chapter 688) for any student approaching graduation or the age of 22 is not being completed. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recent Team meetings for students 14 and older to determine why students age 14 and older are not invited to the IEP Team meeting and Transition Planning Forms for these students, documenting a student's transition needs, are not updated annually. Also conduct a root cause analysis to determine why Chapter 688 referrals are not completed, when indicated. Upon identification of the cause(s), describe the district’s proposals for corrective actions to address the issues related to the determination of transition services.  Conduct an internal review of a sample of student records from the middle school and high school for Team meetings held after all corrective actions have been implemented to ensure that students 14 and older are invited to the Team meeting and that the Transition Planning Form is updated annually. Also report the results of the review of a sample of high school student records after all corrective actions have been implemented regarding referral for the Chapter 688 services from the Bureau of Transitional Planning.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analyses and the district’s proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.    Submit a report of the results of an internal review of a sample of student records. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records and staff interviews indicated that the district does not provide notice to the student and the parent at least one year prior to the student turning 18 that all rights accorded to parents under special education law will transfer to the 18 year old with a description of the age of majority decision-making options. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis for the age of majority notice by examining a sample of records of students who recently turned 18.  Using the Department's guidance @ <http://www.doe.mass.edu/sped/advisories/11_1.html> and the results of the root cause analysis, propose corrective actions for notice of the age of majority requirements.  Conduct an internal review of a sample of student records for students who turned 18 after all corrective actions have been implemented to ensure that notice of the age of majority is sent to both the parents/guardian and the student one year prior to the student turning 18.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and the district’s proposed corrective actions with timelines and the person(s) responsible by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of high school student records. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated that the special education teacher and the interpreter for evaluation results were not always present at IEP and reevaluation Team meetings. Their excusals were not documented in writing indicating that the district and parent agreed to excuse the Team member's participation and the excused member did not provide written input for the development of the IEP prior to the meeting. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recent Team meetings to determine why required members are not participating in Team meetings and why the documented agreement to excuse members, as well as the written input from excused members, are not provided to the Team prior to the meeting.  Conduct an internal review of a sample of student records from all buildings with Team meetings held after all corrective actions have been implemented to ensure that the required members attend the IEP Team meeting, that the excusal agreement is signed by the parent and the district, and that excused members provide written input prior to the Team meeting.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and the district’s proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all levels. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated that the required eligibility determinations were not conducted within 45 school working days from the date of the parental consent for evaluation. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by examining a sample of recently conducted evaluation Team meetings and propose corrective actions to address why the district does not meet the 45 day timeline for determining eligibility.  Conduct an internal review of a sample of student records from all buildings for evaluations that were conducted after all corrective actions have been implemented to ensure that eligibility determination meetings are held within 45 school working days from the receipt of parental consent for evaluation.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed;**  **b) the date of the review; c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| The district will provide a narrative description of the root cause analysis and the proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015.**  Submit a report of the results of an internal review of a sample of student records with eligibility determinations from all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 13 - Progress Reports and content** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated some progress reports are not sent to parents at the same frequency as report cards are sent and some progress reports are not written to the goals and benchmarks in the IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by reviewing a sample of recently completed progress reports from each building and propose district corrective actions to address why some progress reports are not sent at the same frequency as report cards and why the progress reports are not written to the goals and benchmarks in the IEP.  Conduct an internal review of a sample of student records from all buildings of the first set of progress reports issued after all corrective actions have been implemented to ensure that the progress reports are provided to parents at the same frequency as report cards and that progress reports are written to the IEP goals and benchmarks.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed;**  **b) the date of the review; c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analyses and proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records at the middle school and high school indicated that the district does not consistently hold the IEP meeting annually or before the date of the anniversary of the IEP. Additionally, the review of student records indicated that the district extends IEPs through the use of amendments, which is not consistent with the regulations. In some cases, the amendments are not signed by parents. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis of a sample of recently conducted annual reviews from the middle and the high school level to identify why IEP meetings are not held annually or before the date of the anniversary of the IEP. Upon identification of the cause(s), indicate the proposed corrective actions to address the issue(s).  Conduct an internal review of a sample of student records from the middle school and high school for annual reviews held after all corrective actions have been completed to ensure that IEP meetings are held annually or before the anniversary date of the IEP and to ensure that the amendments are not used to extend IEPs and amendments are signed by parents.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed;**  **b) the date of the review; c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records at the middle school and high school. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated the district develops IEPs at the Team meeting. For students whose disability affects social skills development and for students on the autism spectrum, the IEP 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:** | | | |
| Student records indicated that the district does not consistently provide the IEP to parents immediately within three to five days after the Team meeting and 10 days when a summary with the service delivery grid and goal areas are provided at the end of the Team meeting. Also, review of student records indicated the district does not send two (2) copies of the IEP to parents/guardians. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by reviewing a sample of recently proposed IEPs to identify why the district does not provide two copies of the IEP to parents immediately within three to five days after the Team meeting or 10 days when a summary with the service delivery grid and goal areas are provided at the end of the Team meeting.  Conduct an internal review of a sample of student records from all buildings for IEPs issued after all corrective actions have been implemented to ensure that parents are provided two copies of the IEP immediately.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed; b) the date of the review; c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed corrective actions with timelines and the person(s) responsible by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| The review of student records indicated that the Nonparticipation Justification statements in IEPs do not state why the removal is critical to the student's program and the basis for why a less restrictive environment with use of supplementary aids and services cannot be achieved satisfactorily in the general education classroom. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by sampling student records from each building and upon identification of the cause, propose corrective actions to address why the IEP Nonparticipation Justification statements do not state why the removal of a student from the general education classroom is critical to the student's program and the basis for why a less restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily in the general education classroom.  Conduct an internal review of a sample of student records from all buildings with IEPs developed after all corrective actions have been implemented to ensure that the Nonparticipation Justification statements in the IEP state why the removal is critical to the student's program and the basis for why a less restrictive environment with the use of supplementary aids and services cannot be achieved satisfactorily in the general education classroom.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed:**  **b) the date of the review: c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed corrective actions with timelines and the person(s) responsible by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015.** | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 22 - IEP implementation and availability** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Review of student records indicated that some students do not begin the year with a current, consented to IEP. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by selecting a sample of records from each building and propose the district’s corrective actions to address why current IEPs are not signed by the beginning of the school year.  Conduct an internal review of a sample of student records from all buildings with IEPs developed after all corrective actions have been completed to ensure that students begin the year with a signed IEP.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed: b) the date of the review: c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed district’s corrective actions with timelines and the person(s) responsible by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **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 indicated that the district does not always complete the content requirements of the Notice of Proposed School District Action (N1) form when proposing an evaluation to determine eligibility. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by selecting a sample of recently issued (N1) forms from each building and propose corrective actions to identify why the content on the notice to propose an evaluation to determine eligibility does not address what evaluation procedure, test, record or report was used as a basis for the proposed action.  Conduct an internal review of a sample of student records from all buildings where a proposal to conduct an evaluation was issued after all corrective actions have been implemented to ensure that the content of the (N1) is complete.  **\*Please note when conducting administrative monitoring the district must maintain the**  **following documentation and make it available to the Department onsite upon request: a) List of student names, building names and grade levels of the records reviewed: b) the date of the review: c) Name(s) of the person(s) who conducted the review, their role(s) and their signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| Submit the results of the root cause analysis and proposed corrective actions with timelines and the person(s) responsible. Please provide this information by **January 20, 2015**.  Submit a report of the results of an internal review of a sampling of student records from all levels and all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 25 - Parental consent** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| Student records indicated that consent forms for evaluation waivers and IEP amendments are not always signed by the parents. Additionally, some evaluations were not provided after parents signed for the evaluations to be provided. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis by sampling a selection of recently issued consent for waivers, evaluations and amendments to determine why the district does not obtain consent from parents and why evaluations are not completed by the district.  Review of a sample of student records from all buildings for evaluation waivers and amendments issued after the implementation of all corrective actions to ensure written parental consent. In addition, review a sample of student records from all buildings for signed evaluation consent forms and evaluations conducted after all corrective actions have been completed.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| The district will provide a narrative description of the root cause analysis and the proposed corrective actions with timelines and the person(s) responsible. Please submit this to the Department by **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all levels and all buildings. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

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

| **SE Criterion # 32 - Parent advisory council for special education** | | | |
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| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| The PAC representative interview revealed that although SEPAC does initiate and invite the district to their meetings, the district does not reach out to collaborate with or involve the PAC. Last year the PAC conducted a survey that resulted in identifying inconsistencies in compliance with IEPs and shared its findings with the district. | | | |
| **Department Order of Corrective Action:** | | | |
| The district will develop a plan for how formal opportunities between the Parent Advisory Council and the School Committee will occur. In addition, the district needs to demonstrate how the PAC participates in the development and evaluation of special education services and programs. | | | |
| **Required Elements of Progress Reports:** | | | |
| Provide a narrative description of the participation of the PAC in the development, implementation and evaluation of special education programs and services and evidence of the PAC’s engagement with the School Committee by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 03/31/2015 |  |  |  |

| **SE Criterion # 34 - Continuum of alternative services and placements** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| The review of student records indicated that the district continues to place students in either full inclusion or substantially separate placements without addressing students' needs for partial inclusion as an alternative. In addition, staff interviews indicated that there are no programs for students with behavioral needs which results in increased out- of- district placements for such students. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct a root cause analysis and propose corrective actions to address the lack of placement alternatives and develop a plan to ensure a continuum of placements are available to meet the needs of students for partial inclusion and programs for students with behavioral needs.  Conduct an internal review across all buildings of a sample of students with partial inclusion needs and also for students with behavioral needs who were placed after the implementation of all corrective actions to ensure that a continuum of appropriate placement alternatives is available to meet the needs of these students.  **\*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, their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| The district will provide a narrative description of the root cause analysis of the needs and number of students who may benefit from partial inclusion and behavioral programs. Also submit proposed corrective actions to address the placement needs of students with timelines and the person(s) responsible **January 20, 2015**.  Submit a report of the results of an internal review of a sample of student records from all levels. Indicate the number of records reviewed, the number found to be compliant, an explanation of the root cause for any continued noncompliance and a description of additional corrective actions taken by the district to remedy any identified noncompliance. Please submit this to the Department by **March 31, 2015**. | | | |
| **Progress Report Due Date(s):** | | | |
| 01/20/2015 | 03/31/2015 |  |  |

| **SE Criterion # 35 - Assistive technology: specialized materials and equipment** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that the district hired a technology director and acquired new materials to support the technological needs of students and staff. In addition, one special education teacher has experience with administering assistive technology assessments. |

| **SE Criterion # 49 - Related services** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Review of student records and staff interviews indicated that occupational therapy at the middle and high schools was expanded to provide both direct and consultative services. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Observation at the Florence Roche Elementary School indicated that the signs to identify speech and language services have been removed. |