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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Minuteman Regional Vocational Technical School****MCR Onsite Date:** **02/05/2015****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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that the district does not consistently provide all required assessments consented to by the parent, specifically classroom observations for students suspected of a specific learning disability (SLD), a history of the student's educational progress in the general curriculum, and a teacher assessment of the student’s attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults.  |
| **Department Order of Corrective Action:** |
| Conduct an analysis of records for students with initial evaluations or re-evaluations between September 2014 and January 2015 to determine why consented-to assessments, specifically classroom observations for students suspected of a SLD, a history of the student's educational progress in the general curriculum, and a teacher assessment of the student’s attention skills, participation behaviors, communication skills, memory and social relations with groups, peers and adults are not routinely completed. Based on the results of the analysis, provide the district’s determination of the root cause(s) of the non-compliance, the steps the district proposes to take to correct the root causes, and a timeline for the implementation of those corrections. Conduct assessments for individual students identified on the Student Record Worksheet by the Department and reconvene the IEP Teams. Provide evidence of the completion of assessments and outcomes from the reconvening of the IEP Team. Conduct an internal review of 10 student records from a cross-section of the district’s grade levels, for initial evaluations and re-evaluations conducted after all corrective actions have been implemented, to ensure that all consented-to 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).** |

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| **Required Elements of Progress Reports:** |
| Submit the results of the district’s root cause analysis, including the corrective actions and the associated timelines and the person(s) responsible. This progress report is due **September 29, 2015.**Submit a narrative description of the corrective actions taken for individual students identified by the Department on the Student Record Worksheet, including Team meeting notices, N1 forms and any amendments or IEPs from reconvening the Team. This progress report is due **September 29, 2015.**Submit the results of the second review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 14, 2016.** |
| **Progress Report Due Date(s):** |
| 09/29/2015 | 01/14/2016 |  |  |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that when a student is suspected of having a specific learning disability, IEP Teams consistently create a written determination as to whether or not the student has a specific learning disability, which is signed by all members of the Team. Record review demonstrated that IEP Teams consistently use the mandated Specific Learning Disability Team Determination Eligibility form. |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that, for students on the autism spectrum, IEP Teams do not consistently consider and specifically address the verbal and nonverbal communication needs of the student; the need to develop social interaction skills and proficiencies; the needs resulting from the student's unusual responses to sensory experiences; the needs resulting from resistance to environmental change or change in daily routines; the needs resulting from engagement in repetitive activities and stereotyped movements; the need for any positive behavioral interventions, strategies, and supports to address any behavioral difficulties resulting from autism spectrum disorder; and other needs resulting from the student’s disability that impact progress in the general curriculum, including social and emotional development. |
| **Department Order of Corrective Action:** |
| Prior to developing the district’s corrective actions, review the Department’s guidance on IEP development for students identified with Autism Spectrum Disorder (ASD) at <http://www.doe.mass.edu/sped/advisories/07_1ta.html>. Conduct training for all IEP Team chairpersons and other relevant special education staff members on the requirement that Teams consider and specifically address the seven areas of need in IEPs of students identified with ASD.Reconvene the Team and revise the IEP to reflect the Team’s considerations for individual students identified by the Department on the Student Record Worksheet. Provide evidence of the outcomes from the reconvening of the IEP Team.Develop an internal system of periodic review to ensure that IEPs of students with ASD are appropriately developed. The tracking system should include oversight and periodic reviews by the Director of Special Education or their designee to ensure ongoing compliance. Conduct a record review for a minimum of five (5) records for students with ASD whose IEPs were developed after all corrective actions have been implemented to ensure that IEP Teams have considered and specifically addressed all seven areas in the IEP. **\*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 staff training, including an agenda, training materials, and signed attendance sheets indicating name and role of staff. This progress report is due **September 29, 2015.**Submit a narrative description of the corrective actions taken for individual students identified by the Department on the Student Record Worksheet, including Team meeting notices, N1 forms and any amendments or IEPs from reconvening the Team. This progress report is due **September 29, 2015.**Submit a description of the oversight system for periodic review, including the date of the system's implementation and the staff responsible for the oversight. This progress report is due **September 29, 2015.**Submit the results of the internal review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 14, 2016.** |
| **Progress Report Due Date(s):** |
| 09/29/2015 | 01/14/2016 |  |  |

| **SE Criterion # 8 - IEP Team composition and attendance** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews demonstrated that required Team members consistently attend IEP meetings. When a required Team member is absent from the meeting, the district secures the parent's agreement in writing to excuse the Team member before the meeting. The required excused Team member provides written input in advance of the meeting to the parent and IEP Team for development of the IEP. Staff interviews indicated that the district and parent agree in writing when excusing Team members who are not necessary because their area of the curriculum or services is not being modified or discussed.Interviews with the Special Education administrator and Team chairpersons indicated that special education staff members who conduct annual IEP Team meetings have the authority to commit the resources of the district. |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that progress reports do not consistently include written information on the student’s progress toward the annual goals in the IEP. |
| **Department Order of Corrective Action:** |
| Conduct a review of student records between September 2014 and January 2015 to determine why progress reports do not consistently include written information on student progress toward annual IEP goals. Based on the results of the analysis, provide the district’s determination of the root cause(s) of the non-compliance, the steps the district proposes to take to correct the root causes, and a timeline for the implementation of those corrections. Conduct an internal review of a minimum of 16 student records from a cross-section of the district’s grade levels after all corrective actions have been implemented to ensure that progress reports consistently include written information on the student’s progress toward goals in the IEP. **\*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 district’s root cause analysis, including the corrective actions and the associated timelines and the person(s) responsible. This progress report is due **September 29, 2015.**Submit the results of the second review of records. Indicate the number of student records reviewed and the number of student records in compliance; for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the district's plan to remedy the non-compliance. This progress report is due **January 14, 2016.** |
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| **SE Criterion # 14 - Review and revision of IEPs** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records demonstrated that annual IEP Team meetings are not consistently 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. |
| **Department Order of Corrective Action:** |
| Conduct an analysis of records for students with annual IEP review meetings between September 2014 and January 2015 to determine why IEP Teams do not consistently convene annual IEP meetings on or before the anniversary date of IEPs. Based on the results of the analysis, provide the school’s determination of the root cause(s) of the non-compliance, the steps the school proposes to take to correct the root causes, and a timeline for the implementation of those corrections. Conduct an internal review of records for 5-6 students for evidence that annual IEP meetings are held on or before the anniversary date of the IEP. This sample must be drawn from records of students whose annual reviews were held subsequent to the completion of the school’s corrective actions. **\*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 level for the record review; b) Date of the review; c) Name of person(s) who conducted the review, their roles(s), and their signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the results of the district’s root cause analysis, including the corrective actions and the associated timelines and the person(s) responsible. This progress report is due **September 29, 2015.**Submit the results of the internal review of student records. Indicate the number of student records reviewed, the number of student records in compliance, for all records not in compliance with this criterion, determine the root cause(s) of the noncompliance and provide the school’s plan to remedy the non-compliance. This progress report is due **January 14, 2016.** |
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| **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 confirmed that the district consistently provides a Team meeting summary and sends two (2) copies of the proposed IEP and placement within 10 days of the meeting to the parent. |

| **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 required by the Department. |

| **SE Criterion # 34 - Continuum of alternative services and placements** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records, documents, and interviews indicated that the district has a continuum of services and programming available to ensure that the needs of all students with disabilities are met.  |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student schedules and interviews demonstrated that students with disabilities consistently receive physical education. |