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|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Quabbin Regional School District**  **MCR Onsite Dates:** **02/27/2017 - 02/28/2017**  **Program Area: Special Education** |
|  |  | Mitchell D. Chester, Ed.D.  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| See SE 18B. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
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| **Rating:** | | | |
| Partially 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. However, a review of student records indicated that progress reports sent to parents do not consistently include written information on the student's progress towards the annual goals in the IEP.  A review of student records and staff interviews 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Conduct training of all responsible staff to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  Develop an internal oversight and tracking system to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP. The oversight and tracking system should include periodic reviews by special education administration to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records across all levels to ensure that progress reports sent to parents include written information on the student's progress towards the annual goals in the IEP.  **\*Please note when conducting administrative 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; and c) name of person(s) who conducted the review, with their role(s) and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By May 26, 2017**, submit evidence of training of appropriate staff and include the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By May 26, 2017**, submit a description of the school's internal oversight and tracking system along with the name/role of the designated person responsible for oversight.  **By October 27, 2017**, submit the results of an internal review of records across all levels 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):** | | | |
| 05/26/2017 | 10/27/2017 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
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| **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. The IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum. Record review also confirmed that 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** |
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| **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, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Staff interviews indicated that the IEP is not changed outside of the Team meeting.  A review of student records and staff interviews also indicated that IEP Teams consistently consider and specifically address the skills and proficiencies needed to avoid and respond to bullying, harassment or teasing for students identified with a disability on the autism spectrum, for students whose disability affects social skills development, or when the student's disability makes him or her vulnerable to bullying, harassment, or teasing. Information regarding the Team's consideration of these skills can be found in the Additional Information section of the IEP, as well as in the meeting summary notes provided to the parent at the conclusion of each meeting. When appropriate, the Team develops goals and provides services to address 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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated at the Team meeting, after the IEP has been fully developed, the Team determines the appropriate placement to deliver the services on the student's IEP and unless the student’s IEP requires some other arrangement, the student is educated in the school that he or she would attend if the student did not require special education. The decision regarding placement is based on the IEP, including the types of related services that are to be provided to the student, the type of settings in which those services are to be provided, the types of service providers, and the location at which the 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. Within two calendar weeks of the Team meeting, the district provides the parent with two (2) copies of the proposed IEP and proposed placement along with the required notice. |

| **SE Criterion # 26 - Parent participation in meetings** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district submitted 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:** |
| Observations indicated that special education classrooms at the Quabbin Regional Middle School and Quabbin Regional High School are now located to minimize separation and maximize the inclusion of eligible students into the life of the school. All special education classrooms at these schools are adjacent to general education classrooms and aligned by grade level and/or content area. At the Oakham Center School, Life Skills classrooms are no longer identified with labels that may stigmatize students. |