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|  | ESE Logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Leominster Public Schools****MCR Onsite Dates:** **05/23/2018 - 05/24/2018****Program Area: Special Education** |
|   |  | Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 2 - Required and optional assessments** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when conducting a re-evaluation, the district consistently completes an educational assessment by a representative of the school district, including a history of the student's educational progress in the general curriculum. In addition, an assessment is completed by a teacher(s) with current knowledge regarding the student's specific abilities in relation to learning standards of the Massachusetts Curriculum Frameworks and the district's general education curriculum, as well as an assessment of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults.  |

| **SE Criterion # 3A - Special requirements for students on the autism spectrum** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that whenever an evaluation shows that a student has a disability on the autism spectrum, the IEP Teams 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.Student record review demonstrated that Teams document their consideration of each area in the IEP, along with goals and accommodations for identified areas of student need. |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that upon reaching the age of 18, the school district consistently implements procedures to obtain consent from the student to continue his/her special education program. |

| **SE Criterion # 9 - Timeline for determination of eligibility and provision of documentation to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the district does not consistently provide the parent a determination of eligibility for special education along with a proposed IEP and proposed placement, or a finding of no eligibility, within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. |
| **Department Order of Corrective Action:** |
| Develop procedures to ensure that the district provides the parent determination of eligibility for special education along with a proposed IEP and proposed placement, or a finding of no eligibility, within forty-five school working days after receipt of the parent's written consent to an initial evaluation or a re-evaluation. Conduct training for special education coordinators and special education liaisons on these procedures.Develop an internal oversight and tracking system for ensuring that the district consistently adheres to the timelines for determination of eligibility and provision of documentation to the parent. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance. Subsequent to implementation of all corrective actions, conduct a review of student records across grade levels and schools for evidence that the parent is provided a proposed IEP and proposed placement or finding of no eligibility within forty-five school working days after receipt of written parental consent to an initial or re-evaluation.**\*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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
| Submit the procedures and evidence of training (agenda, signed/dated attendance list with staff role and materials used) by **October 16, 2018.**Submit a description of the district's internal oversight and tracking system by **October 16, 2018.**Submit the results of the internal review of student records and include the following: 1. the number of records reviewed at each level (preschool, elementary, middle and high school);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.Please submit the above information by **January 15, 2019.** |
| **Progress Report Due Date(s):** |
| 10/16/2018 | 01/15/2019 |  |  |

| **SE Criterion # 13 - Progress Reports and content** |
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| **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 annual IEP goals. A review of student records also indicated that when a student's eligibility terminates because the student has graduated from secondary school or exceeded the age of eligibility, the school 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** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that the IEP Team consistently reviews and revises the student's IEP to address any lack of expected progress towards the annual goals and in the general curriculum. If the district and parent agree to make changes to a student's IEP between annual Team meetings, it is documented in an amendment without convening a meeting of the Team. Parents are advised that they may request a revised copy of the IEP with amendments incorporated.A review of student records indicated that at least annually, on or before the anniversary date of the IEP, a Team meeting is not consistently 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. |
| **Department Order of Corrective Action:** |
| Develop procedures to ensure a Team meeting is 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, as appropriate. Conduct training for special education coordinators and special education liaisons on these procedures.Develop an internal oversight and tracking system for ensuring a Team meeting is held on or before the anniversary date of the IEP. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance. Subsequent to implementation of all corrective actions, conduct a review of student records across grade levels and schools for evidence that the Team meeting is held on or before the anniversary date of 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 with their role(s) and signature(s).** |
| **Required Elements of Progress Reports:** |
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| **Progress Report Due Date(s):** |
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| **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, Teams develop the IEP, addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education, and 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. IEP Teams document their considerations of the skills and proficiencies needed by students in the Additional Information section of the IEP and, if necessary, include goals and services related to these skills. |

| **SE Criterion # 18B - Determination of placement; provision of IEP to parent** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of student records indicated that the parent receives two complete copies of the proposed IEP and placement; however, the district does not consistently provide the parent the proposed IEP and proposed placement along with the required notice within two calendar weeks of the conclusion of the Team meeting. |
| **Department Order of Corrective Action:** |
| Develop procedures to ensure that the district provides to the parent the proposed IEP and proposed placement along with the required notice within two calendar weeks when the parent receives summary notes at the conclusion of the Team meeting. Conduct training for special education coordinators and special education liaisons on these procedures.Develop an internal oversight and tracking system for ensuring the proposed IEP and proposed placement, along with the required notice, are provided to the parent within two calendar weeks when the parent receives summary notes at the conclusion of the Team meeting. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance. Subsequent to implementation of all corrective actions, conduct a review of a sample of student records across grade levels and schools for evidence that the district provided the parent the proposed IEP and proposed placement, along with the required notice, within two calendar weeks, when the parent receives summary notes at the conclusion of 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; and c) name of person(s) who conducted the review with their role(s) and signature(s).** |
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| **Progress Report Due Date(s):** |
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| **SE Criterion # 20 - Least restrictive program selected** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that IEP Teams consistently justify the student's removal from the general education classroom and state in the IEP why the removal is considered critical to the student's program and the basis for its conclusion that education of the student in a less restrictive environment, with the use of supplementary aids and services, could not be achieved satisfactorily. Additionally, staff interviews demonstrated that the Team consistently discusses and documents its consideration of the program selected and the potential of any harmful effect on the student or on the quality of services that he or she needs. |

| **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:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records at all school levels, including Samoset and Sky View Middle Schools and Leominster High School, indicated that Notices of Proposed School District Action (N1) consistently include a description of the action proposed or refused by the school; an explanation of why the school proposed or refused to take the action; a description of any other options that the school considered and the reasons why those options were rejected; and a description of each evaluation procedure, test, record, report, or other factors the school used as a basis for the proposed or refused action. |

| **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 requested by the Department. |

| **SE Criterion # 29 - Communications are in English and primary language of home** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that special education documents including Individual Education Programs (IEPs), progress reports, notices and assessment summaries are consistently translated into the primary language of the home.  |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| Document review and staff interviews indicated that individuals who design and provide direct special education services at Northwest Elementary School are appropriately licensed. However, seven district staff identified as designing and/or providing direct special education services to special education students in other district schools are not licensed or hold approved waivers. |
| **Department Order of Corrective Action:** |
| Develop a system for tracking licensure of special education teachers and for notifying staff whose license is due for renewal.Conduct periodic reviews by an administrator to ensure that special education teachers are licensed or hold approved waivers. Provide the licensure information for the seven special education staff identified at the time of the review. |
| **Required Elements of Progress Reports:** |
| Provide a description of the tracking and review systems by **October 16, 2018.**Submit the current licensure or approved waiver for the seven special education staff identified by the Department by **October 16, 2018.** |
| **Progress Report Due Date(s):** |
| 10/16/2018 |  |  |  |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Classroom observations and staff interviews indicated that the special education facilities and classroom issues identified during the 2014-2015 CPR have been resolved at the following schools:Northwest Elementary School: Classroom C-10 is utilized for special education resource services for students in 2nd and 3rd grades rather than serving 1st-3rd grade classes and 4th and 5th grade classes concurrently as identified at the CPR. The divider observed at the CPR remains, allowing the special education teacher to conduct small group instruction for that same group of students. This classroom configuration no longer creates visual and auditory distractions. Frances Drake School (formerly Southeast Elementary School): The ABA program continues to be two separate classrooms, grade levels K-2 and 3-5. However, the grades 3-5 classroom was moved to room 28, which is in a hallway with both general education and special education classrooms and now includes these students with similar-aged, typical peers. Additional observations indicated that the Life Skills special education program at Leominster High School and the Occupational Therapy/Physical Therapy room at Frances Drake School are no longer identified with stigmatizing signage. |