|  |  |  |
| --- | --- | --- |
|  | ESE Logo | **COORDINATED PROGRAM REVIEW**  **MID-CYCLE REPORT**  **District:** **Malden Public Schools**  **MCR Onsite Dates:** **05/07/2018 - 05/08/2018**  **Program Area: Special Education** |
|  |  | Jeffrey C. Riley  Commissioner of Elementary and Secondary Education |
| COORDINATED PROGRAM REVIEW **MID-CYCLE REPORT** | | |

| **SE Criterion # 2 - Required and optional assessments** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, across all school levels, the district completes educational assessments, including a history of the student's educational progress in the general education curriculum and teacher assessments that address attention skills, participation behaviors, communication skills, memory and social relations with groups, peers, and adults. Additionally, for elementary school students and students in out-of-district placements, record review demonstrated that consented-to occupational therapy evaluations, physical therapy evaluations, and home assessments are consistently completed. |

| **SE Criterion # 3 - Special requirements for determination of specific learning disability** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and staff interviews indicated that, across all school levels, when a student is suspected of having a specific learning disability (SLD), the district consistently completes all four components used to determine a SLD: Historic Review and Educational Assessment (SLD 1), Area of Concern and Evaluation Method (SLD 2), Exclusionary Factors (SLD 3), and Observation (SLD 4).  However, record review also demonstrated that although the IEP Team creates a written determination as to whether or not a student has a specific learning disability, not all members of the Team sign the written determination. | | | |
| **Department Order of Corrective Action:** | | | |
| Prior to corrective actions, please review the following implementation guidance: http://www.doe.mass.edu/sped/iep/sld/default.html.  Provide training to appropriate staff to ensure that when a student is suspected of having a SLD, the IEP Team creates a written determination as to whether or not he or she has a SLD and all members of the Team sign the written determination.  Develop an internal oversight and tracking system to ensure that when a student is suspected of having a SLD, the IEP Team creates a written determination as to whether or not he or she has a specific learning disability and all members of the Team sign the written determination. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of records of recently evaluated students suspected of having a SLD to ensure that the IEP Team creates a written determination as to whether or not the student has a SLD, and all members of the Team sign the written determination.  **\*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 the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018,** submit evidence of training, including the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By October 26, 2018,** submit a description of the district’s internal oversight and tracking system.  **By January 18, 2019**, submit the results of the internal review of student records 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):** | | | |
| 10/26/2018 | 01/18/2019 |  |  |

| **SE Criterion # 7 - Transfer of parental rights at age of majority and student participation and consent at the age of majority** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and interviews indicated that when a student turns 18, the district obtains consent from the student to continue the current program of special education services. This decision is documented in writing and maintained in the student record. |

| **SE Criterion # 13 - Progress Reports and content** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records and a staff interview indicated that progress reports consistently address student progress towards annual IEP goals; however, reports are not provided at least as often as parents are informed of the progress of non-disabled students.  A review of student records and staff interviews indicated that when 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:** | | | |
| Provide training to appropriate staff to ensure that reports on student progress towards reaching the goals set in the IEP are provided at least as often as parents are informed of the progress of non-disabled students.  Develop an internal oversight and tracking system to ensure that reports on student progress towards reaching the goals set in the IEP are provided at least as often as parents are informed of the progress of non-disabled students. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to implementation of all corrective actions, conduct an internal review of a sample of student records to ensure that reports on student progress towards reaching the goals set in the IEP are provided at least as often as parents are informed of the progress of non-disabled 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 the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018,** submit evidence of training, including the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By October 26, 2018,** submit a description of the district’s internal oversight and tracking system.  **By January 18, 2019**, submit the results of the internal review of student records 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):** | | | |
| 10/26/2018 | 01/18/2019 |  |  |

| **SE Criterion # 14 - Review and revision of IEPs** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that at least annually, on or before the anniversary date of the IEP, the district consistently holds a meeting 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.  A review of student records indicated that the IEP Team reviews and revises the IEP to address any lack of expected progress towards the annual goals and in the general curriculum.  A review of student records and interviews also indicated that, between annual IEP meetings, the district and parent may agree to make changes to a student's IEP, which is documented in writing, without convening a meeting of the Team. Upon request, the parent(s) is provided with a revised copy of the IEP with the amendments incorporated. |

| **SE Criterion # 18A - IEP development and content** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and 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. Interviews indicated that the IEP is not changed outside of the Team meeting process.  A review of student records and interviews 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. The district documents considerations in a district checklist, the Student Summary and Additional Information sections of the IEP. If needed, a goal for social skills development is created. |

| **SE Criterion # 20 - Least restrictive program selected** | | | |
| --- | --- | --- | --- |
| **Rating:** | | | |
| Partially Implemented | | | |
| **Basis for Findings:** | | | |
| A review of student records indicated that if a student is removed from the general education classroom at any time, IEP Teams do not consistently state 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. | | | |
| **Department Order of Corrective Action:** | | | |
| Provide training to appropriate staff to ensure that when a student is removed from the general education classroom at any time, the Team states in the Nonparticipation Justification section of 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.  Develop an internal oversight and tracking system to ensure the Team appropriately completes the Nonparticipation Justification statement. The oversight and tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  Subsequent to all corrective actions, conduct a review of a sample of student records across grade levels to ensure that if a student is removed from the general education classroom at any time, the Team appropriately completes the Nonparticipation Justification section 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 the student names and grade levels for the records reviewed; b) date of the review; and c) name of person(s) who conducted the review, their role(s), and signature(s).** | | | |
| **Required Elements of Progress Reports:** | | | |
| **By October 26, 2018,** submit evidence of training, including the training materials, agenda, and signed attendance sheet with staff name, role, and signature.  **By October 26, 2018,** submit a description of the district’s internal oversight and tracking system.  **By January 18, 2019**, submit the results of the internal review of student records 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):** | | | |
| 10/26/2018 | 01/18/2019 |  |  |

| **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** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that when a student is referred for an evaluation to determine special education eligibility by a building-based support team, the district consistently sends written notice to the student's parent(s) within five (5) school days of receipt of the support team's referral. |

| **SE Criterion # 25 - Parental consent** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that before the district conducts an observation of a student suspected of having a specific learning disability, the district obtains written consent from parents to conduct the observation. |

| **SE Criterion # 26 - Parent participation in meetings** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| The district provided its special education student roster as requested by the Department. |

| **SE Criterion # 43 - Behavioral interventions** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that for students whose behavior impedes their learning or the learning of others, IEP Teams at the elementary level always consider positive behavioral interventions for students with disabilities other than emotional. |

| **SE Criterion # 48 - Equal opportunity to participate in educational, nonacademic, extracurricular and ancillary programs, as well as participation in regular education** |
| --- |
| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records and staff interviews indicated that fifth and sixth grade students with disabilities at Forestdale Elementary School have access to social studies and no longer have scheduling conflicts with their special education programing and related services. |