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|  | ESE logo | **COORDINATED PROGRAM REVIEW****MID-CYCLE REPORT****District:** **Weymouth Public Schools****MCR Onsite Date:** **05/08/2018****Program Area: Special Education**Jeffrey C. RileyCommissioner of Elementary and Secondary Education |
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| OORDINATED PROGRAM REVIEW**MID-CYCLE REPORT** |

| **SE Criterion # 13 - Progress Reports and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that parents/guardians receive written reports on student progress towards reaching IEP goals with the same frequency as parents are informed of the progress of non-disabled students. Progress reports include information on the student's progress towards the annual goals described in the IEP. 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. |

| **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. A review of student records also indicated that IEP Teams consistently review and revise IEPs to address any lack of expected student progress towards the annual goals and in the general curriculum. If the district and parents agree to make changes and amend the IEP between annual meetings, documented in writing, without convening a Team meeting, the parents are provided with written documentation of the change and may receive the amended IEP upon request. |

| **SE Criterion # 18A - IEP development and content** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of student records indicated that, upon determining the student is eligible for special education, the Team develops the IEP addressing all elements of the current IEP format provided by the Department of Elementary and Secondary Education. Parents are provided with summary notes to ensure that the IEP is not changed outside the Team meeting. A review of student records 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 consideration of the skills and proficiencies needed by students in the Present Levels of Educational Performance (PLEP) B, Goals and Additional Information sections of the IEP. |

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

| **SE Criterion # 32 - Parent advisory council for special education** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Parent and staff interviews indicated that the district has a functioning special education parent advisory council (SEPAC) with established by-laws regarding officers and operational procedures that is offered to all parents of students with disabilities and other interested parties. The SEPAC’s duties and activities include advising the district on matters that pertain to the education and safety of students with disabilities, and meeting regularly with school officials to participate in the planning, development and evaluation of the district's special education programs.  |

| **SE Criterion # 40 - Instructional grouping requirements for students aged five and older** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that the special education English class (H26712) and math class (H26752) at the high school both meet the instructional grouping requirements. However, there are six sections of the special education Academic Support class (H26662) at the high school that do not meet the instructional grouping requirements. Specifically, each of these sections have between 13 and 16 students with 1 teacher and 1 aide. At the Nash Primary School, the Language Based Learning Disabilities (LBLD) substantially separate program meets instructional grouping requirements. There is no longer a multilevel pull-out support class at this school. |
| **Department Order of Corrective Action:** |
| Ensure that for all sections of the high school Academic Support class, for students scheduled outside of the general education classroom for 60% or less of the student’s schedule, group sizes do not exceed: a. 8 students with a certified special educator;b. 12 students if the certified special educator is assisted by 1 aide; andc. 16 students if the certified special educator is assisted by 2 aides.\*Please note that after the school year has begun, if instructional groups have reached maximum size, the district may decide to increase the size of an instructional grouping **by no more than two additional students** if the additional students have compatible instructional needs and can receive services in their neighborhood school. The district must provide written notification to the Department and the parents of all group members of the decision to increase the instructional group size and the reasons for such decision. Increased instructional group sizes shall be in effect only for the year in which they are initiated and the district shall take all steps necessary to reduce the instructional groups to the sizes outlined in 603 CMR 28.06(6) for subsequent years.Develop an internal oversight and tracking system to ensure that the instructional groupings for Academic Support classes do not exceed the maximum number of students per required special education staff, beginning in September 2018. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance.  |
| **Required Elements of Progress Reports:** |
| Submit an updated *Special Education Instructional Grouping and Age Span* document, which can be found in the WBMS Document Library, for all sections of the high school special education Academic Support class by **October 12, 2018.**Submit a description of the oversight system by **October 12, 2018**. |
| **Progress Report Due Date(s):** |
| **10/12/2018** |  |  |  |

| **SE Criterion # 41 - Age span requirements** |
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| **Rating:** |
| Partially Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that both Communication Enhancement Program classrooms at the high school contain students within the required 48-month age span. However, there are four sections of the special education Academic Support class (H26662) at the high school in which students exceeded the 48-month age span. |
| **Department Order of Corrective Action:** |
| Ensure that instructional groupings for all sections of the high school special education Academic Support class do not exceed the 48-month age span.Develop an internal oversight and tracking system to ensure that instructional groupings for Academic Support classes do not exceed the 48-month age span requirement, beginning in September 2018. The tracking system should include periodic reviews by an administrator to ensure ongoing compliance. |
| **Required Elements of Progress Reports:** |
| Submit an updated *Special Education Instructional Grouping and Age Span* document, which can be found in the WBMS Document Library, for all sections of the high school special education Academic Support class by **October 12, 2018.**  Submit a description of the oversight system by **October 12, 2018**. |
| **Progress Report Due Date(s):** |
| **10/12/2018** |  |  |  |

| **SE Criterion # 49 - Related services** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| Staff interviews indicated that students at the Nash Primary School and Pingree Primary School have the same opportunity to access special education counseling services as students in other elementary schools in the district.A review of student records indicated that Teams at the Nash Primary School and Pingree Primary School identify the appropriate amount of counseling services on the students’ IEPs and that IEPs are written based on individual student need and not staff availability. |

| **SE Criterion # 51 - Appropriate special education teacher licensure** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation indicated that all special education staff are currently licensed for the positions they hold. |

| **SE Criterion # 54 - Professional development** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation and interviews indicated that general education teachers, special education teachers, and paraprofessionals are regularly trained on methods of collaboration among teachers, paraprofessionals and teacher assistants to accommodate diverse learning styles of all students in the general education classroom. |

| **SE Criterion # 55 - Special education facilities and classrooms** |
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| **Rating:** |
| Implemented |
| **Basis for Findings:** |
| A review of documentation, interviews and observations indicated that special education classrooms are equal in all physical respects to the average standards of general education facilities and classrooms, and the placement of instructional spaces maximizes the inclusion of students with disabilities into the life of the school. Specifically, the Life Skills class was relocated from the Pingree Primary School to the Nash Primary School in proximity to general education classrooms, maximizing the inclusion of students into the life of the school. Additionally, the classroom has an interactive white board, as does every other classroom in the school. At the Academy Avenue Primary School, the space used by both occupational therapy and physical therapy now allows for privacy and confidentiality with minimized auditory and visual distractions. Although the instructional space is shared by both therapies, services are not scheduled to occur at the same time. Furthermore, a five-feet high movable partition has been installed to separate the therapy space from the area where English learner education (ELE) students and teachers access their classroom. |